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ABSTRACT

This manual provides curriculum materials for implementing a career exploration class in communication and media occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of communication and media occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a vocabulary listing, a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The 15 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for five families of communication and media occupations: audiovisual, line communications, language, publishing, and broadcasting. (YLB)

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# PRACTICAL ARTS

## Communication and Media Exploration

Directed By

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1983

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[Student Task Assignment Sheets]

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Editor: Mavis Sparks

Artist: Mimi Hackney

Media Specialist: Tom Vantreese

Secretaries: Renita Van and Sheila Warren

PROGRAM MASTER SEQUENCE

PRACTICAL ARTS

Communications and Media Cluster

| CODE NUMBER | | MODULE STOCK NUMBER | SLIDE STOCK NUMBER | TAPE STOCK NUMBER |
|---|---|---|---|---|
| | AUDIO-VISUAL FAMILY | | | |
| PA-CM-1 | Taking a Portrait Photograph | 6-064 | * | * |
| PA-CM-2 | Cropping a Photograph | 6-065 | * | * |
| | LINE COMMUNICATIONS FAMILY | | | |
| PA-CM-3 | Handling Annoying Telephone Calls | 6-066 | * | * |
| PA-CM-4 | Using the Yellow Pages of the Telephone Directory | 6-067 | * | * |
| PA-CM-5 | Placing a Collect Call | 6-068 | * | * |
| | LANGUAGE FAMILY | | | |
| PA-CM-6 | Using Sign Language | 6-069 | * | * |
| PA-CM-7 | Designing a Greeting Card | 6-070 | * | * |
| PA-CM-8 | Doing a Layout | 6-071 | * | * |
| | PUBLISHING FAMILY | | | |
| PA-CM-9 | Writing a Newspaper Article | 6-072 | * | * |
| PA-CM-10 | Proofreading a Galley Proof | 6-073 | * | * |
| PA-CM-11 | Correcting a Galley Proof | 6-074 | * | * |
| | BROADCASTING FAMILY | | | |
| PA-CM-12 | Auditioning for a TV or Radio Announcer | 6-075 | * | * |
| PA-CM-13 | Presenting a Radio Show | 6-076 | * | * |
| PA-CM-14 | Producing a TV Commercial | 6-077 | * | * |
| PA-CM-15 | Scheduling TV Programs | 6-078 | * | * |

## COMMUNICATION AND MEDIA OCCUPATIONS

### Audio-Visual Family

Photographer
Movie Camera Person
Video Camera Person
Microphone Boom Operation
Play Back Person
Recordist
Re-recording Mixer
Sound Cutter
Sound Mixer
Light Technician

### Language Family

Interpreter
Translator
Greeting Card Designer
Greeting Card Editor
Illustrator

### Broadcasting Family

Director
Editor
Producer
Script Writer
Announcer
News Analyst
Control Room Technician
Teleprompter Operator

### Line Family

Telephone Operator
PBX Operator
Telegraph Operator
Radiotelephone Operator

### Publishing Family

Editor
Reporter
Copy Reader
Proofreader
Columnist
Editorial Writer
Critic
Manuscript Analyst

# OVERVIEW OF THE CBVE INSTRUCTIONAL SYSTEM FOR PRACTICAL ARTS

## Overview of Program

The purpose of the Practical Arts Education program is to broaden the experiences of middle/junior high school students by providing them with an opportunity to become oriented to the world of work and explore a diversity of career goals in order that they may be better prepared to make decisions on their personal needs and future goals. The Practical Arts program consists of a series of career exploration classes based on the occupational clusters spread over a two-year period. A cruise through each occupational cluster shall include the implementation of three behavioral components or domains.

(A) Cognitive: Students shall survey or cruise the content of the occupational cluster. This survey should include the scope, levels, working conditions, entry requirements, duties performed, opportunities, and related jobs in the occupational cluster.

(B) Psychomotor: Students shall have in each cluster experiences of tasks that will be the same as or similar to those who work in the occupational cluster. These experiences or tasks shall be action oriented, vary with the students' interests, aptitudes, and abilities, and be at various levels of employment within a cluster.

(C) Affective: Students shall receive guidance and the opportunity to systematically apply those knowledges and experiences within the cluster to his/her own interest and abilities, his/her present and future choices, and future occupational decisions and experiences.

The competency-based vocational education curriculum is specifically directed at the psychomotor, activities, experience, or tasks aspect of the Practical Arts program. Teachers are encouraged to augment their lesson plans with cognitive information about the occupational clusters from other sources. The curriuclum here will help specifically in the psychomotor aspect of the program.

## Competency-Based Vocational Education

The purpose of this manual is to aid the instructor in implementing a competency-based instructional program. It is intended as a guide and resource for the teacher using CBVE materials. The materials in any occupational area have several common elements, particularly their purpose and their format, which will be discussed later.

Regardless of the delivery system used to implement it, CBVE is based on the concept of competencies. That is to say, it is an instructional system in which: (1) the competencies for specific occupations are built around tasks validated by incumbent workers; (2) instruction is designed around performance objectives based on the worker tasks; (3) students are held accountable for meeting the specified minimum standards of performance required for entry-level jobs.

These instructional materials have been developed by Kentucky teachers. They have attempted to provide relevant learning activities and performance objectives which include: (1) the skills (or tasks) which the student must learn; (2) the conditions under which the student must perform; and (3) the standard or level of achievement to which the student must perform.

The purpose of the Curriculum Unit (CBVE) is to develop and assist the implementation of competency-based instructional materials. The Unit is located at:

1910 Capital Plaza Tower
Frankfort, KY 40601

To facilitate the implementation of CBVE materials, a person has been identified in each vocational region as a CBVE Contact Person. Please address any problems or concerns about your CBVE program to your Regional Contact Person.

By the time you receive your CBVE materials, you should have attended a workshop for teachers implementing CBVE materials. The Inservice Education modules, which were distributed at the workshop, are your greatest source of suggestions for setting up and managing a CBVE program. For more detailed information, consult your inservice modules or your Regional Contact Person.

**Using the Instructor's Manual**

This Instructor's Manual is divided into two sections: introductory materials and Instructor's Guide to Learning Activities. The introductory materials include, among other things, the Program Master Sequence. It contains a listing of the task assignment sheet and slide/tape titles, code numbers, and stock numbers.

You can use the Program Master Sequence as a quick reference guide to the contents of the instructional program, as well as a checklist for insuring that all materials have been received. The code numbers and stock numbers serve as a guide to ordering additional materials.

The Instructor's Guide to Learning Activities is the heart of this manual, because it contains a brief listing of the contents of each task assignment sheet with suggestions for its use. It is suggested that you insert the corresponding task assignment sheet behind the Guide Sheets so you will have the complete program in one place.

Format is consistent throughout all CBVE programs in that the materials contain the same basic components:

Introduction - tells the student what he/she will learn and why it is important.

Objective - clearly states what the student is expected to know or do, under what conditions, and how well.

Learning Activities - a "road map" for the student to follow in going through the task assignment sheets; list the various activities the student will perform in learning the task.

Instructor's Final Checklist - tells the student and the instructor exactly what the student will be evaluated on in the check-out activity; the instructor uses this sheet to rate the student's performance.

Check-Out Activities - tells the student what he/she will be asked to do for the final test or performance.

The Instructor's Guide Sheets in this manual present the essential information in capsule form. In addition, they list: the recommended references and audio-visuals; attitudes and values to be developed; notes and suggestions for instruction; alternate activities for students; necessary tools and equipment; and space for teacher's notes.

The task assignment sheets are designed to be left intact. Students should be reminded not to write on any of the pages. In some cases, they will be required to obtain duplicates or sheets like the ones shown. These are often student self-checks. They can be filed in a folder and can be obtained as needed.

The Instructor's Final Checklist is another page that should not be written on. It should remain in the task assignment sheet although you may want to make additional copies of it to place in students' folders.

# INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

## TAKING PORTRAIT PHOTOGRAPHS

### OBJECTIVE

USING a subject, stool, loaded camera, white sheet, and a window,

or

USING a subject, stool, loaded camera, four lights, and a plain wall,

TAKE PICTURES OF THE SUBJECT.

YOUR WORK will be rated in accordance with the Instructor's Final Checklist.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that taking good pictures requires careful planning and a lot of patience.

### CONTENTS


| | Learning Activity Number |
|---|---|
| Instructor's Final Checklist | |
| TAKING PORTRAIT PHOTOGRAPHS | 5 |


### CHECK-OUT ACTIVITIES

Take inside pictures of two different poses of your subject:

--Full-length shot
--Waist shot

### RECOMMENDED REFERENCE

Schnirel/Jenkins, Exploring Occupations in Communication and Graphic Arts, (The Careers in Focus Series), Gregg/McGraw-Hill Book Company.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students read Instruction Sheet I. Discuss the things to consider when posing a subject. | Instruction Sheet I | |
| 2 | Have students bring portraits to class. They may be family portraits from the students' homes or portraits found in magazines. | Portraits | |
| 3 | Have classmates practice posing each other for a portrait. | | |
| 4 | Have students examine the two methods for arranging the lighting in Instruction Sheet II. Discuss each method. | Instruction Sheet II | |
| 5 | Invite a professional to demonstrate how to arrange the lighting;<br><br>or<br><br>Arrange for students to visit a studio to watch as photographers work;<br><br>or<br><br>You give the demonstration using the window and sheet to reflect the natural light. | Professional photographer<br><br>or<br><br>Subject<br>Stool<br>White sheet<br>Window | |
| 6 | Have students practice arranging lighting. (This may be a homework assignment.) | Four lights or a white sheet and a window<br>Stool<br>Subject | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 7 | For students who have not had experience loading a camera:<br><br>Have them obtain a camera, a roll of film that is appropriate for the camera, and the camera use-and-care manual. Several students may share a camera. (Your school may have one available.)<br><br>Have the students read the instructions on how to load their particular camera, and have them practice loading the camera. (You may want the students to practice loading different types of cameras.) | Camera<br>Film<br>Camera use-and-care manual | |
| 8 | Have the students take inside shots of two different poses of a subject. (This may be done at home.)<br><br>Use the Instructor's Final Checklist to evaluate each student's work. | Loaded camera<br>Lighting equipment<br>Stool<br>Subject<br>Instructor's Final Checklist | |

## CROPPING PHOTOGRAPHS

### OBJECTIVE

GIVEN a set of cropping guides, scissors, red pencil, construction paper, paste, and a portrait photograph you took,

CROP THE PHOTOGRAPH AND MOUNT IT ON CONSTRUCTION PAPER.

THE CROPPED PHOTOGRAPH should be trimmed to a head-and-shoulders portrait and attractively mounted on construction paper.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will appreciate photographs that emphasize a main point and omit items that are not needed.

### CONTENTS

| Instruction Sheet | Learning Activity Number |
|---|---|
| I USING CROPPING GUIDES | 1 |
| **Instructor's Final Checklist** | |
| CROPPING PHOTOGRAPHS | 4 |

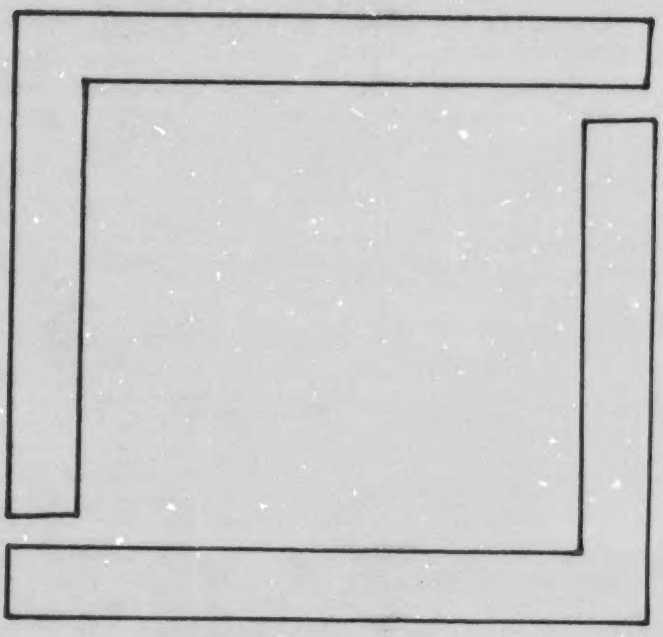
### CHECK-OUT ACTIVITY

Crop one of your portrait photographs to a head-and-shoulders portrait. Mount it on construction paper.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students study the cropping guides and the way in which they are used.<br><br>You may invite a professional photographer to class to demonstrate cropping. | Instruction Sheet I | |
| 2 | Have students make their own cropping guides. They may copy the ones in Instruction Sheet I, or you may provide the pattern.<br><br>(Larger guides may be needed for half-page pictures. The ones here are designed for approximately 3½" x 5" photographs.) | Instruction Sheet I<br><br>or<br><br>Cropping Guides Pattern (Master Copy in this section) | |
| 3 | Have students edit and crop pictures in newspapers and magazines. | Pictures in newspapers and magazines<br>Cropping guides<br>Instruction Sheet I<br>Red pencils<br>Scissors | |
| 4 | Have students crop one photograph to a head-and-shoulder portrait and mount it on construction paper. (You may want them to prepare titles and place them under the photographs.)<br><br>Use the Instructor's Final Checklist to evaluate each portrait. | Portrait photographs taken in Task Assignment Sheet PA-CM-1<br>Cropping guides<br>Red pencils<br>Scissors<br>Construction paper<br>Paste or glue<br>Instructor's Final Checklist | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | (Students may enjoy preparing a bulletin board display of their photographs.) | | |

CROPPING GUIDES PATTERN



## HANDLING ANNOYING TELEPHONE CALLS

### OBJECTIVES

GIVEN cases of annoying telephone calls and an Annoyance Call Log,

LOG THE CALLS AND EXPLAIN HOW TO HANDLE THEM.

YOU SHOULD log the time, date, and annoying words or situations for each call and list the recommended way to handle it.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will appreciate the efforts put forth by telephone companies to help customers deal with annoying telephone calls.

### CONTENTS

| Instruction Sheets | Learning Activity Number |
|---|---|
| I HOW TO HANDLE ANNOYING TELEPHONE CALLS | 2 |
| **Instructor's Final Checklist** | |
| HANDLING ANNOYING TELEPHONE CALLS | 5 |

### CHECK-OUT ACTIVITY

Your teacher will provide cases of annoying telephone calls and an Annoyance Call Log. Log each call and list the recommended way to handle it.

HANDLING ANNOYING TELEPHONE CALLS

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students interview three people to determine the types of telephone calls they find most annoying. | | |
| 2 | Have students read Instruction Sheet I. Discuss the recommended ways to handle the four types of annoying calls.<br><br>Allow students to share personal experiences concerning annoying telephone calls.<br><br>You may want to invite a telephone company representative to explain methods used to identify the sources of annoying calls. | Instruction Sheet I<br>(Your local telephone company may have available printed material on the subject.) | |
| 3 | Assign certain students to role play sending and receiving annoying calls. Have the other students identify the type of each call: sales and survey, anonymous, etc. | | |
| 4 | Have students read about dealing with annoying telephone calls in the front of the telephone directory. Also have them list the phone company telephone number to call when reporting one of the calls. | Telephone directories | |

HANDLING ANNOYING TELEPHONE CALLS

| I.A# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 5 | Make a transparency of an annoying call log. Let the class describe an annoying call as you demonstrate how to log a call. | Annoying Call Log (Master Copy in this section)<br>Transparency film<br>Overhead Projector<br>Marker | |
| 6 | Develop cases describing the four types of annoying telephone calls: sales and surveys; anonymous; abusive, harassing, or obscene; threatening.<br><br>Have students log each call and list the recommended procedure for handling each of the calls.<br><br>Use the Instructor's Final Checklist to evaluate each student's work. | Case situations describing annoying telephone calls for each student<br><br>Copy of Annoying Call Log for each student<br><br>Instructor's Final Checklist | |

Master Copy

Task Assignment Sheet PA-CM-3

## ANNOYANCE CALL LOG

| Case | Date | Time | Annoying Words or Situations | Recommended Way to Handle Call |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

## USING THE YELLOW PAGES OF THE TELEPHONE DIRECTORY

### OBJECTIVE

USING a list of headings from the Yellow Pages,

WRITE NAMES AND TELEPHONE NUMBERS OF FIRMS LISTED UNDER EACH HEADING.

YOU SHOULD list at least two firms for each heading.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will appreciate the fact that telephone companies are willing to serve their customers by providing a convenient way to identify products and services available in the community.

### CONTENTS


| Instruction Sheet | Learning Activity Number |
|---|---|
| I TO FIND THINGS IN THE YELLOW PAGES | 2 |

Instructor's Final Checklist

| | |
|---|---|
| USING THE YELLOW PAGES OF THE TELEPHONE DIRECTORY | 4 |


### CHECK-OUT ACTIVITY

Write the names and telephone numbers of at least two firms appearing under the headings you listed in Learning Activity 3.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Divide the class into small groups. Provide each group a telephone directory, and have them review the introductory pages to identify at least three items of information given. Have each group share the information;<br><br>or<br><br>If telephone directories are not available, have students do this activity out of class. | Telephone directories, from several cities or areas, if possible. (The telephone company may have extra copies available upon request.) | |
| 2 | Have students read Instruction Sheet I. Discuss the three main uses of the Yellow Pages. | Instruction Sheet I | |
| 3 | Have students thumb through the Yellow Pages to become familiar with the format.<br><br>Have them find and list the headings that deal with audio-visuals, broadcasting, and publishing. For instance, under "Audio-visuals" they may list headings such as "Audio-visual equipment and Supplies," "Photography," "Signs," etc. | Telephone directories | |
| 4 | Have students write the names and telephone numbers of at least two firms appearing under each heading they listed in Learning Activity 3. | Students' listings developed in Learning Activity 3<br>Telephone directories<br>Instructor's Final Checklist | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | Use the Instructor's Final Checklist to evaluate each student's work. | | |

## PLACING A COLLECT CALL

### OBJECTIVE

GIVEN a telephone set-up and two partners,

PLAN AND PARTICIPATE IN A PUPPET SHOW ABOUT PLACING A COLLECT CALL.

THE SHOW should present the four steps for placing a collect call.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that one must exercise a sense of responsibility in placing collect calls--the receiving party must be willing to accept the charges for the call.

### CONTENTS

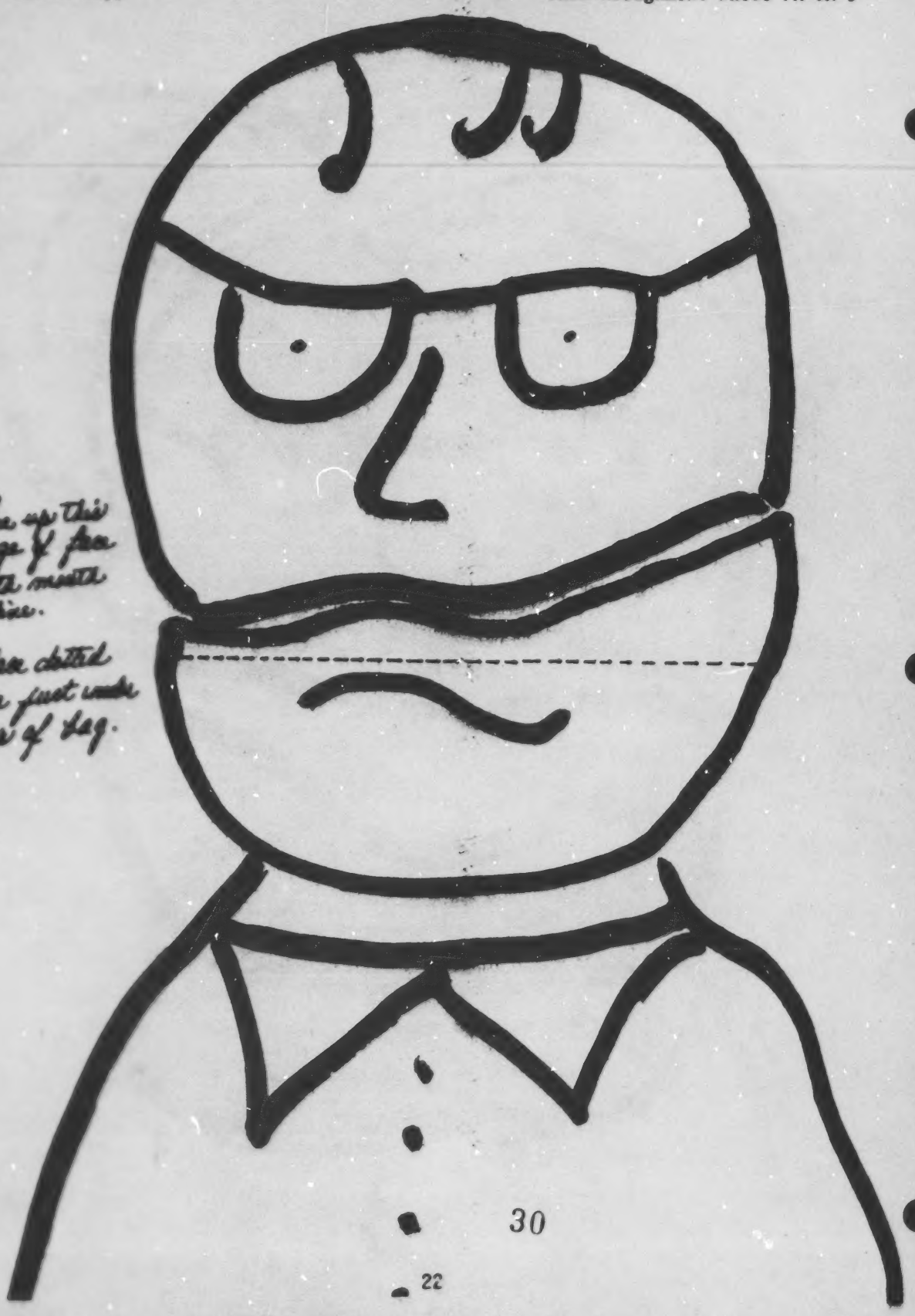

| Instruction Sheet | Learning Activity Number |
|---|---|
| 1 HOW TO PLACE A COLLECT CALL | 1 |
| **Instructor's Final Checklist** | |
| PLACING A COLLECT CALL | 3 |


### CHECK-OUT ACTIVITY

Give the puppet show you planned in Learning Activity 2.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students read and discuss Instruction Sheet I. Discuss the steps in placing a collect call. Bring out the importance of using good judgement in placing collect calls. Help the class identify times that justify placing a collect call. | Instruction Sheet I | |
| 2 | Divide the class into groups of three. Have each group plan a puppet show designed around placing a collect call.<br><br>Sack puppets may be made from the enclosed patterns or students may design their own.<br><br>Students may staple or tape scripts to the backs of the puppets. | Paper bags<br>Puppet patterns<br>(Masters in this section)<br>(Patterns were adapted by permission from North Carolina Department of Public Instruction, "What Will UB?") | |
| 3 | Provide a telephone set-up for this activity. Three toy telephones are sufficient.<br><br>Have each group present the puppet show planned in Learning Activity 2.<br><br>Use the Instructor's Final Checklist to evaluate each show. | Each group's puppets and scripts<br>Telephone set-up<br>Instructor's Final Checklist | |

Line up this edge of face with mouth line.
Place dotted line just under flap of bag.


Line up this edge of plan with middle line.
Plan dotted line just under flaps of bag.

Line up this edge of face with mouth line.
Place dotted line just under flap of bag.
C M

## USING SIGN LANGUAGE

### OBJECTIVE

GIVEN a message in fingerspelling,

INTERPRET AND WRITE THE MESSAGE.

YOU SHOULD write the message correctly.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that handicapped individuals often have their own ways of communicating.

### CONTENTS


| Instruction Sheet | Learning Activity Number |
|---|---|
| I VISIBLE ENGLISH | 1 |
| **Instructor's Final Checklist** | |
| USING SIGN LANGUAGE | 5 |


### CHECK-OUT ACTIVITY

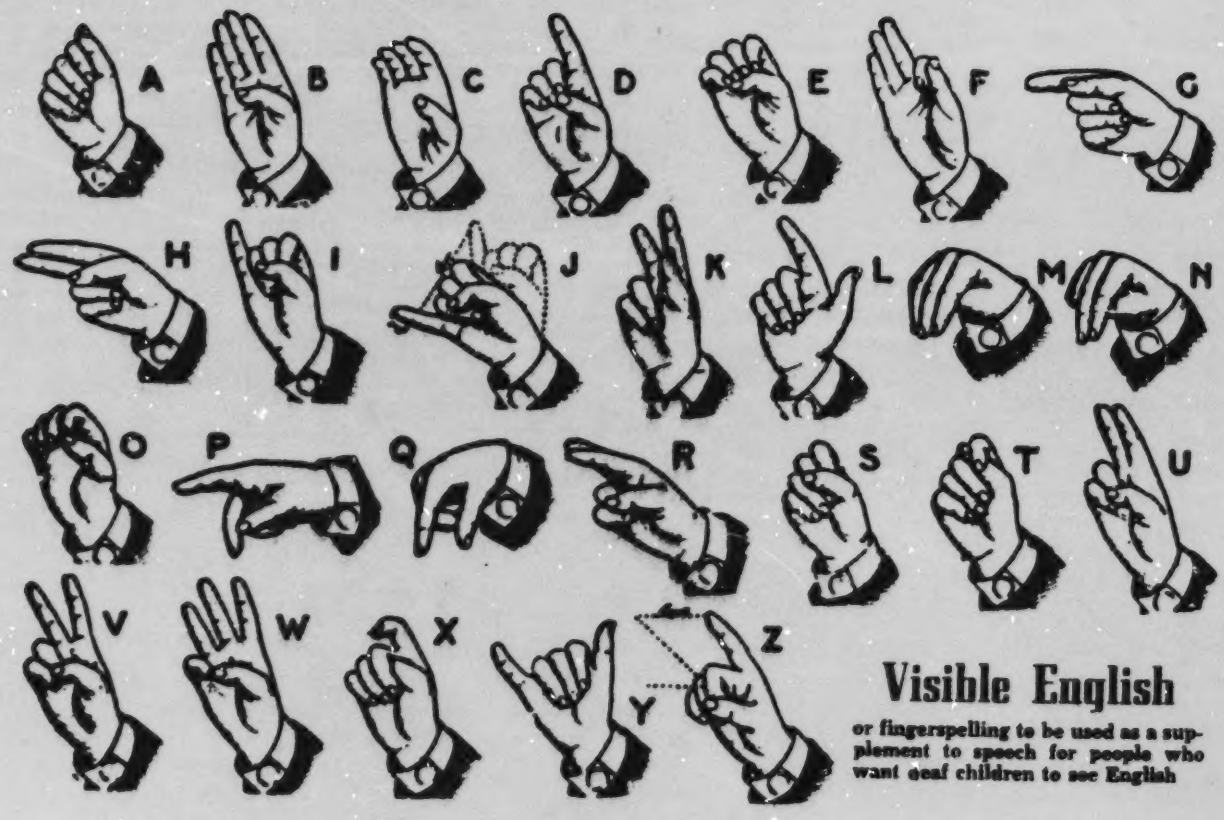
Your teacher will provide a message in fingerspelling.

Interpret and write the message.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students study the fingerspelling signs in Instruction Sheet I. | Instruction Sheet I | |
| 2 | Have students watch a demonstration of fingerspelling. You may do the demonstration or you may invite an interpreter to the classroom. (The sign language used on TV or during activities such as church services is another type of sign language--not fingerspelling.) | Suggested sources:<br><br>Interpreter in the classroom for the deaf<br>Interpreter for church services<br><br>Fingerspelling signs (Master Copy in this section) | |
| 3 | Have students memorize and practice the fingerspelling signs. This may be a homework assignment. | Instruction Sheet I | |
| 4 | Have students prepare a brief message in fingerspelling.<br><br>Divide the class into small groups, and have the members of each group take turns fingerspelling and interpreting brief messages. | | |
| 5 | Provide the students a brief message in fingerspelling. You may do this in one of two ways:<br><br>Fingerspell the message yourself;<br><br>or | Fingerspelling signs<br>Transparency and overhead projector (optional)<br>Instructor's Final Checklist | |

| I.A# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | Cut out fingerspelling signs and arrange them so that they spell out a messsge. Duplicate the message for each student or make a transparency to present to the class.<br><br>Use the Instructor's Final Checklist to evaluate each student's work. | | |

FINGERSPELLING SIGNS



## DESIGNING A GREETING CARD

### OBJECTIVE

USING a greeting card format, plain white paper, rub-on letters or stencils, and a black fine-tip pen,

DESIGN A GREETING CARD.

YOUR WORK will be rated in accordance with the Instructor's Final Checklist.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that careful and accurate planning must go into the designing of a greeting card so that all parts fit into an attractive format and relate to one central theme.

### CONTENTS


| | Learning Activity Number |
|---|---|
| Instructor's Final Checklist | |
| DESIGNING A GREETING CARD | 6 |


### CHECK-OUT ACTIVITY

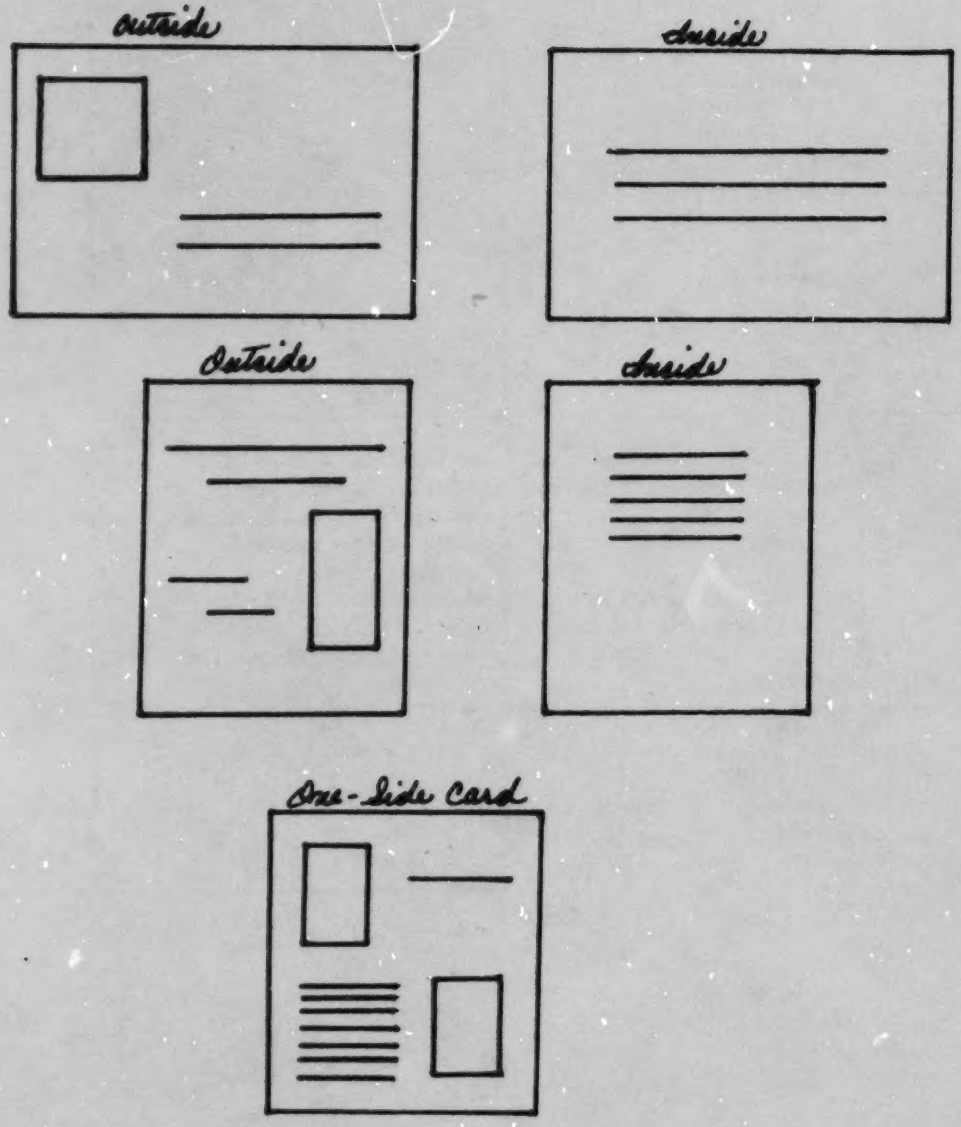
Prepare your greeting card design for layout:

1. Use plain white paper.
2. Use black rub-on letters or stencils and black ink to letter the greeting.
3. Type or use a black fine-tip pen to write the message.
4. Outline your illustration with black ink.
5. Cut out each part and fit it onto your working model to make sure it is the appropriate size. DO NOT PASTE.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | NOTE: The purpose of this task is to design and prepare a greeting card for layout. Students will not complete the product. | | |
| 1 | Have each student bring a greeting card and analyze its parts for the class. | Commercially prepared greeting cards | |
| 2 | Show the class the examples of formats.<br><br>Have each student sketch a format similar to one of the examples. Following the sketch have him/her create a working model:<br><br>(1) Fold a sheet of paper into the actual size and shape of the card.<br>(2) Draw blocks for actual space for illustrations.<br>(3) Draw lines for actual space for lettering. | "Example Formats for Greeting Cards" (in this section) | |
| 3 | Have each student decide on a main topic--birthday, congratulations, etc.--and compose a greeting for the outside of the card. | | |
| 4 | Have each student compose three messages--a verse, a note, a quote, etc.--for the inside of the card and write each one on a 3" X 5" card. Have him/her choose the one most appropriate for the format and main topic. | 3" X 5" cards | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 5 | Have each student make pencil sketches of three illustrations and choose the one most appropriate for the format and message.<br><br>NOTE: Cut-out, colored pictures are not appropriate for layout. Black outlines on white backgrounds (such as those in coloring books) may be used if student prefers them to making sketches. | | |
| 6 | Have the students prepare the greeting card design for layout as outlined in the Check-Out Activity.<br><br>Use the Instructor's Final Checklist to evaluate each student's performance. | Working card models<br>Selected greetings, messages, and illustrations<br>Plain white paper<br>Rub-on letters and/or stencils<br>Black fine-tip pens<br>Instructor's Final Checklist | |
| | NOTE: The students will use the above to layout their greeting cards in the next task assignment sheet. | | |

EXAMPLE FORMATS FOR GREETING CARDS



## DOING A LAYOUT

### OBJECTIVE

USING plain white paper or card stock, T-square, triangle, blue lead pencil, rubber cement, drawing board or table, and the working model of the greeting card you prepared,

LAYOUT THE COPY AND ILLUSTRATION.

GUIDELINES should be in blue, straight, and positioned to match the format of your working model. COPY and ILLUSTRATION should be cemented neatly and straight within the guidelines.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will recognize and appreciate attractive and well-done layouts.

### CONTENTS


| Instruction Sheet | Learning Activity Number |
|---|---|
| I LAYING OUT COPY AND ILLUSTRATIONS | 1 |
| **Instructor's Final Checklist** | |
| DOING A LAYOUT | 3 |


### CHECK-OUT ACTIVITY

Layout the copy and illustrations for your greeting card.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | NOTE: The purpose of this task is to prepare a greeting card for reproduction. The copy and illustration will be attached to a flat sheet of paper. Not until cards are reproduced are they folded. | | |
| 1 | Have the class read Instruction Sheet I. Discuss the steps in doing a layout.<br><br>Show the class the tools used when doing a layout. | Instruction Sheet I<br>Light blue lead pencil<br>T-square<br>Triangle<br>Rubber cement<br>White paper or card stock | |
| 2 | Have students bring to class a page from a newspaper or magazine which contains a headline, a few lines of copy, and an illustration.<br><br>Have them cut out the parts they plan to lay out and follow the steps in Instruction Sheet I. (Only the parts they plan to use should be cut.)<br><br>Have students use the page from the newspaper or magazine as a working model. The blocks from which the copy has been cut can be measured and used to draw the guidelines. | Newspaper and magazine copy and illustrations<br>Layout tools<br>Table<br>Instruction Sheet I | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 3 | Have students lay out the greeting cards they designed previously.<br><br>Use the Instructor's Final Checklist to evaluate each layout. | Greeting card working model, greeting, message, and illustration (prepared in previous task assignment sheet)<br>Layout tools<br>Instructor's Final Checklist | |
| | NOTE: You may want to make a copy of the lay-outs so that students can fold them into greeting cards. | | |

# WRITING A NEWSPAPER ARTICLE

## OBJECTIVE

GIVEN a picture,

WRITE A NEWSPAPER ARTICLE ABOUT THE PICTURE.

YOUR ARTICLE should have a headline and be designed around the five "W's."

## ATTITUDES AND VALUES TO BE DEVELOPED

--Students will be more aware of well written newspaper articles.

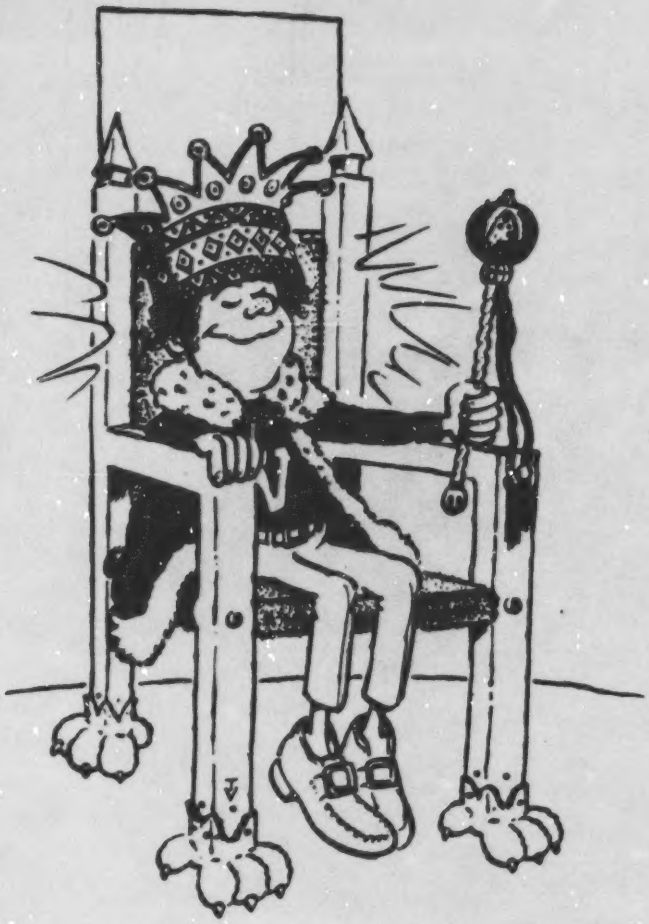
## CONTENTS


| | Learning Activity Number |
|---|---|
| Instructor's Final Checklist | |
| WRITING A NEWSPAPER ARTICLE | 4 |


## CHECK-OUT ACTIVITY

Write a newspaper article using the plan you prepared in Learning Activity 3. (Print or type your article.) Give your readers the necessary information of who, what, when, where, and why. Give your article a headline.

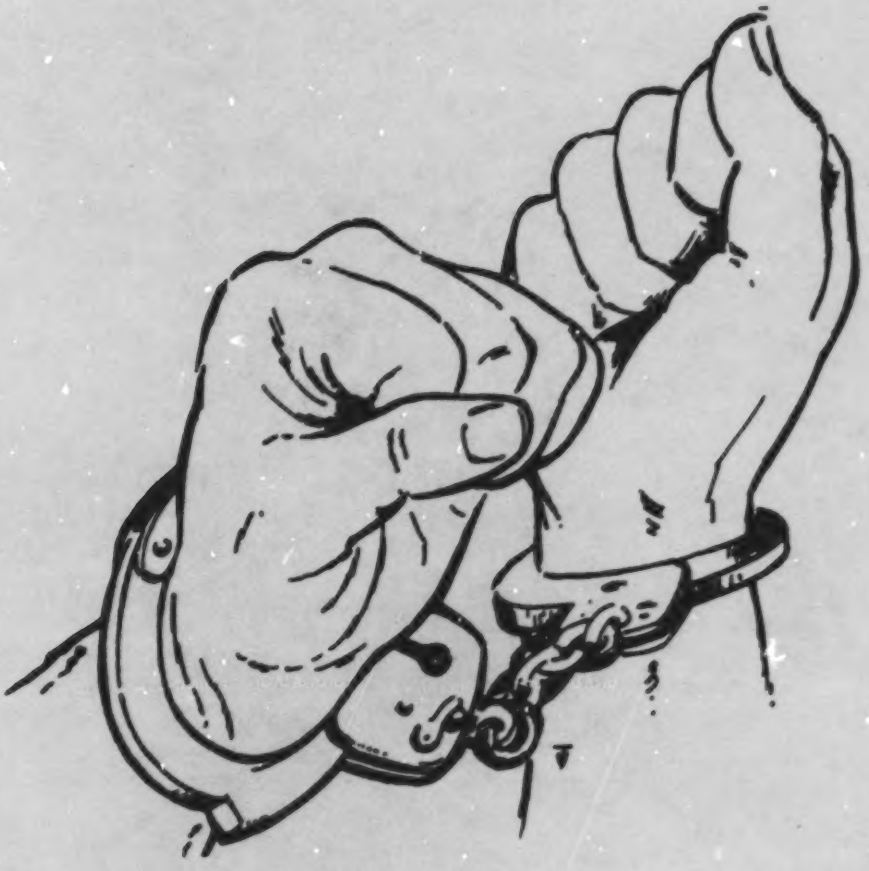
| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students analyze a newspaper article for the class by giving an overview of the article and then describing the five W's. | Newspaper article | |
| 2 | Make a copy of a newspaper article available to each student. Cut out a portion (preferably one of the five "W's") of the article. Have students write a brief completion to it. Allow each student to read his/her completion of the article. | Newspaper article | |
| 3 | Display the pictures, and have each student choose one in order to plan a newspaper article by writing answers to the questions listed.<br><br>Review each plan to determine if it is acceptable. | Set of pictures (in this section) | |
| 4 | Have each student write a newspaper article about the picture he/she chose in Learning Activity 3. He/she is to use the plan prepared previously. The article should be printed or typed.<br><br>Use the Instructor's Final Checklist to evaluate each article.<br><br>NOTE: Check for content only. Articles will be edited in Task Assignment Sheet PA-CM-11 and mistakes corrected in PA-CM-12. | Plans prepared in Learning Activity 3<br>Instructor's Final Checklist | |



HELP
WANTED

46

SCHOOL BUS



HELP!
JOE

## EDITING COPY

### OBJECTIVE

GIVEN a newspaper article written in Task Assignment Sheet PA-CM-9,

PROOFREAD THE ARTICLE.

YOU SHOULD identify all mistakes and use the correct proofreading mark for each correction to be made in the article.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will learn to proof their class work carefully.

### CONTENTS


| Instruction Sheet | Learning Activity Number |
|---|---|
| I USING PROOFREADING MARKS | 1 |
| **Instructor's Final Checklist** | |
| PROOFREADING A GALLEY PROOF | 3 |


### CHECK-OUT ACTIVITY

Exchange newspaper articles with a classmate. Proofread your classmate's article. Use a red lead pencil to insert the proofreading marks.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have the class study the proofreading marks and examples in Instruction Sheet I.<br><br>Discuss each one. Write short phrases and sentences which need corrections on the board, and have the class indicate where and which proofreading marks are needed. | Instruction Sheet I | |
| 2 | Prepare a handout of an article to be proofed. Have each student proof the article, referring to Instruction Sheet I, when needed.<br><br>Prepare a transparency of the proofed article. Have students compare their proofing with that on the transparency. | Brief article to be proofed<br>Instruction Sheet I<br>Transparency of proofed article<br>Overhead projector | |
| 3 | Have students exchange newspaper articles for proofing. Students should use red lead pencils to insert proofing marks.<br><br>Use the Instructor's Final Checklist to evaluate each student's work. | Newspaper articles prepared in Task Assignment Sheet PA-CM-9<br>Red lead pencils<br>Instructor's Final Checklist | |
| | NOTE: Students will correct their articles in the nex task assignment sheet. | | |

## CORRECTING A GALLEY PROOF

### OBJECTIVE

GIVEN scissors, paste, and your newspaper article that has been proofread, scissors, and paste,

MAKE THE NECESSARY CORRECTIONS.

YOUR SHOULD identify all errors, make appropriate corrections, and paste corrected lines over the same lines that have errors. All corrected lines of the article should be neat and legible.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will develop a desire to produce neat, accurate work.

--Students will realize that errors in a newspaper article can often change its meaning.

### CONTENTS OF MODULE

| Instructor's Final Checklist | Learning Activity Number |
|---|---|
| CORRECTING A GALLEY PROOF | 3 |

### CHECK-OUT ACTIVITY

Your teacher will provide scissors and paste. Cut out the corrected lines you prepared in Learning Activity 2, and paste them over the lines that have errors.

CORRECTING A GALLEY PROOF

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students review their proofed newspaper articles to identify the appropriate corrections to be made. (You may allow them to refer to the proofreading marks in the previous task assignment sheet.) | Students' proofed newspaper articles | |
| 2 | When all errors have been identified, have each student print the corrections for the entire line that has an error. He/she should use a separate sheet of paper for this activity. | | |
| 3 | Have students cut out the corrected lines and paste them over the corresponding lines that have errors.<br><br>Use the Instructor's Final Checklist to evaluate the corrected copy of the newspaper article. | Proofed newspaper articles<br>Corrections prepared in Learning Activity 2<br>Scissors<br>Paste<br>Instructor's Final Checklist | |

## AUDITIONING FOR A RADIO ANNOUNCER

### OBJECTIVE

GIVEN a script,

AUDITION FOR A RADIO ANNOUNCER.

YOU WILL BE RATED on clearness of speech, feeling, and timing. YOU SHOULD receive a rating of at least a 5.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that competition in the area of broadcasting is keen and that auditions are difficult to get. It takes hard work and perseverance to be successful in this field.

### CONTENTS


| | Learning Activity Number |
|---|---|
| Instructor's Final Checklist | |
| AUDITIONING FOR A RADIO ANNOUNCER | 4 |


### CHECK-OUT ACTIVITY

Your teacher will provide a microphone.

Audition for a radio show by reading the script you obtained in Learning Activity 2.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students listen to a favorite radio program and list all the characters in the show and describe each role. | | |
| 2 | Obtain or write brief scripts for a radio program. Provide each student one of the scripts. | Suggested Resources for Sample Scripts:<br><br>-- English teacher<br>-- Speech teacher<br>-- Local sponsor of the Kentucky Speech League, or contact Julie Dodd College of Communications University of Kentucky Lexington, KY 40506<br>-- The English Journal | |
| 3 | Have each student practice reading his/her script. Emphasize clearness of speech, feeling, and timing. | Scripts | |
| 4 | If possible, arrange to have a microphone available.<br><br>Have each student read his/her script. Use the Audition Rating Form to rate each reading.<br><br>Use the Instructor's Final Checklist to evaluate each student's performance.<br><br>NOTE: You may have students tape their readings and send the tapes to a local radio or TV station for evaluation. | Microphone<br>Scripts<br>Audition Rating Form (Master Copy in this section)<br>Instructor's Final Checklist | |

**AUDITION RATING FORM**

**Rating Scale**

**1=Fair 2=Good 3=Excellent**

| Name | Clearness of Speech | Feeling | Timing | TOTAL |
|---|---|---|---|---|
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COMMUNICATIONS AND MEDIA

OBJECTIVE

USING a full script and a tape recorder,

PRESENT AND TAPE RECORD A RADIO SHOW with a small group of classmates.

YOUR SHOW will be rated according to an evaluation scale: theme, message, music and/or sound effects, and quality of each performer's voice and delivery. The show should receive a rating of at least an 8.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that radio and TV shows must be meticulously planned down to a split second.
--Students will recognize the tremendous impact broadcasting has on the public.

CONTENTS


| | Learning Activity Number |
|---|---|
| Instructor's Final Checklist | |
| PRESENTING A RADIO SHOW | 7 |


CHECK-OUT ACTIVITY

Your group will be provided a tape recorder.

Using the full script you prepared in Learning Activity 5, tape record your radio show.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | NOTE: The reference listed presents the broadcasting process step-by-step. | Introduction to Communications Careers, Text-Activity Manual, by Hauenstein and Bachmeyer, McKnight Publishing Company, Bloomington, IL 61701 | |
| 1 | Divide the class into small groups. Have each group plan and present a radio show.<br><br>Have each group choose a theme for a radio show. Some suggestions are:<br><br>--An item of school news<br>--School sports/ activities (a game, meeting, etc.)<br>--Talk show<br>--Special reports<br>--A drama program<br>--Community activities for teenagers<br><br>When a theme has been selected, have the group write, in paragraph form, the message that they want to convey to their listeners. | | |
| 2 | Have each group identify short segments in addition to the message, such as a commercial, the weather, etc. | | |
| 3 | Have each group identify music and/or sound effects to be used. | | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 4 | Have each group convert the message into dialogue: e.g.:<br><br>ANNOUNCER: Good evening, welcome to "Name That Teenager." Will the first teenager join me?<br><br>TEENAGER: Good evening, Mr. A. . . | | |
| 5 | Have each group develop a full script for the show. (A full script is one in which everything to be said and done is written down.) Emphasize a 10-minute show. | | |
| 6 | Have each group rehearse its radio show. | Full scripts prepared in Learning Activity 5 | |
| 7 | Prepare a schedule for each group to record its radio show.<br><br>Have a tape recorder available for students to record their radio show.<br><br>Use the Radio Show Evaluation Sheet to rate each group's show. (You may have the class rate each show.)<br><br>Use the Instructor's Final Checklist to evaluate each student. (All members of a group will receive the same evaluation.) | Full scripts<br>Tape recorder<br>Equipment for music and/or sound effects, when necessary<br>Radio Show Evaluation Sheet (Master Copy in this section)<br>Instructor's Final Checklist | |

Check-Out Activity

ANNOUNCING A RADIO SHOW

| RADIO SHOW EVALUATION<br>Rating Scale<br>1=Fair 2=Good 3=Excellent | | | | | |
|---|---|---|---|---|---|
| Group | Theme | Message | Music/<br>Sound Effects | Performers'<br>Voice/Delivery | Total |
| | | | | | |
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## PRODUCING A TV COMMERCIAL

### OBJECTIVE

USING a product, script, props, music/sound effects, and projection equipment,

PRODUCE A TV COMMERCIAL with a small group of classmates.

YOUR COMMERCIAL will be rated according to an evaluation scale: product information, props/music/sound effects, program format, performer delivery, and overall effect. The show should receive a rating of at least a 10.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that advertising is the financial backbone of TV and that commercials must be of topnotch quality.

### CONTENTS

| | Learning Activity Number |
|---|---|
| Instructor's Final Checklist | |
| PRODUCING A TV COMMERCIAL | 7 |

### CHECK-OUT ACTIVITY

Make a videotape or movie of your commercial. (If this equipment is not available, your teacher will give you some other ideas for producing the commercial.) Show your production to the class.

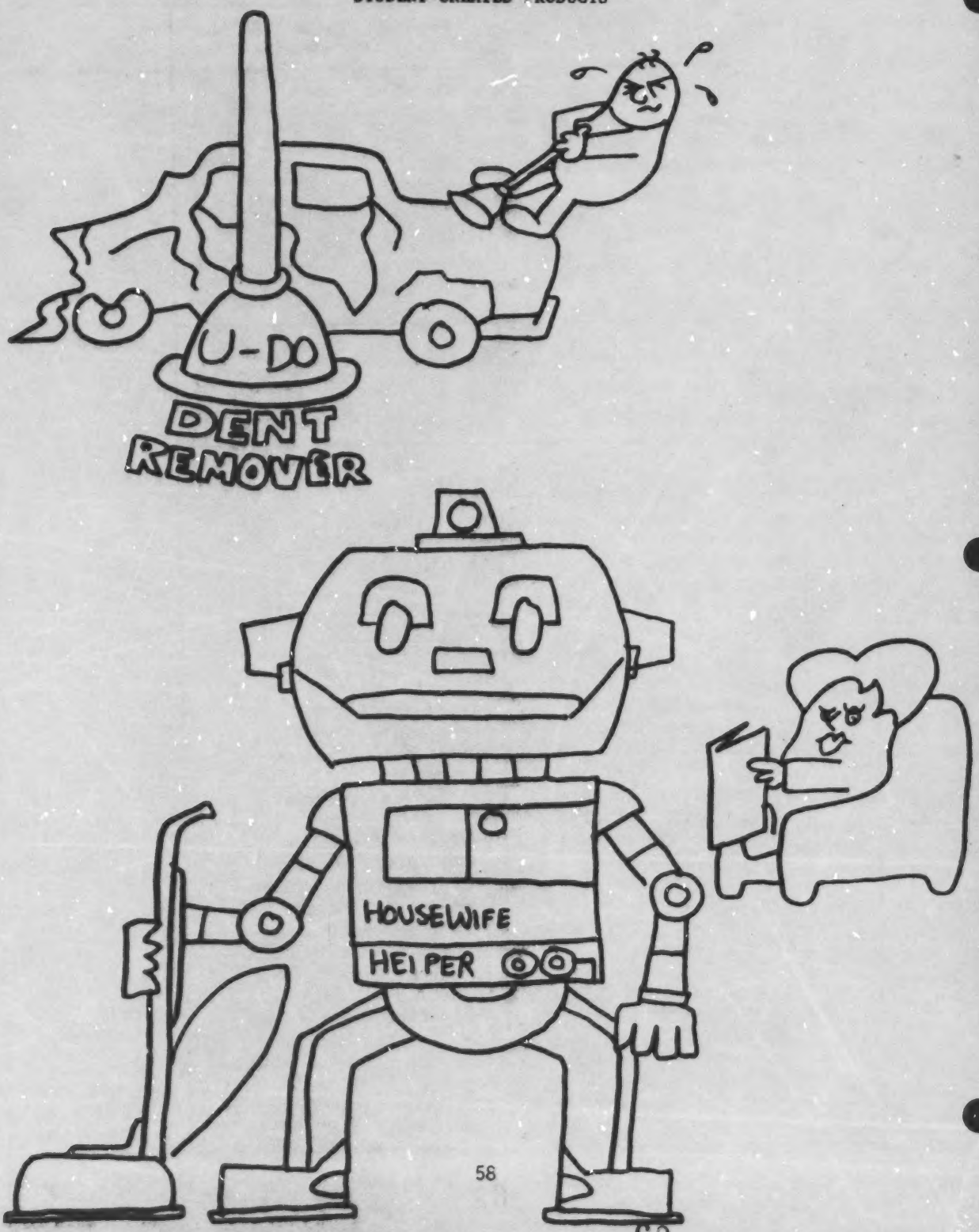
### RECOMMENDED REFERENCE

Introduction to Communication Careers
McKnight Publishing Company
Bloomington, IL 61701

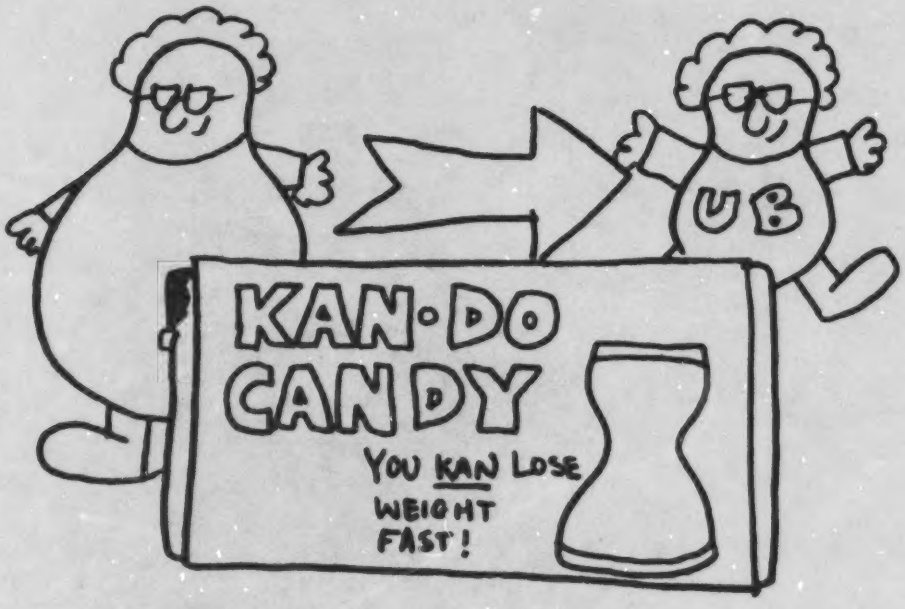
| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Divide the class into small groups.<br><br>Have each group identify a product to advertise. It may be an actual one or a "student-created" one. Have the students give their product a new name. | See illustrations of student-created products in this section (Taken by permission from North Carolina State Department of Education, "What Will UB?") | |
| 2 | Have each group research its selected product; e.g., ingredients, how to use, bonus offers, packaging, cautions and warnings.<br><br>Have the students use the information to identify: points of information to be presented, benefits customers receive from using the product, and several attention-getting introductions to the product. | Product | |
| 3 | Have each group plan a 30-second TV commercial: introduction, message (script), music and/or special sound effects, signs and/or props, program format with time slots for each part. | | |
| 4 | Have each group obtain and/or prepare all things necessary for producing its TV commercial. | | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | If it is to be filmed or videotaped, it will be necessary for each group to identify a camera person, who must learn to operate the equipment. (Some students may be able to use a home movie camera to film the production.) | | |
| 5 | Have each group agree on the role each member will play in the production process. | | |
| 6 | Schedule rehearsal time for each group. Have the members time the production to assure a 30-second commercial. Explain that time is crucial to a TV production. | Scripts<br>Stage/set<br>Props/signs<br>Music/sound effects<br>Stopwatches | |
| 7 | Have each group produce its TV commercial. Preferably, it is to be videotaped or filmed. If this equipment is unavailable, students may prepare thermal transparency slides or a paper filmstrip.<br><br>Use the evaluation sheet to rate each production. You may consider having the class evaluate it.<br><br>Use the Instructor's Final Checklist to evaluate each student. All members of each group will receive the same rating. | Scripts<br>Stage/set<br>Props/signs<br>Music/sound effects<br>Stopwatch<br>Projection equipment:<br><br>--Videotape equipment<br>--Home movie equipment<br>--Thermal transparency slide kit (Master Copy in this section)*<br>--Paper filmstrip kit (Master Copy in this section)*<br>Evaluation sheet (Master Copy in this section)<br>Instructor's Final Checklist<br>(* Taken from North Carolina, "What Will UB?") | |

STUDENT-CREATED PRODUCTS



STRAIGHTENING
GUM
NO MORE BRACES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YOU KAN LOSE
WEIGHT
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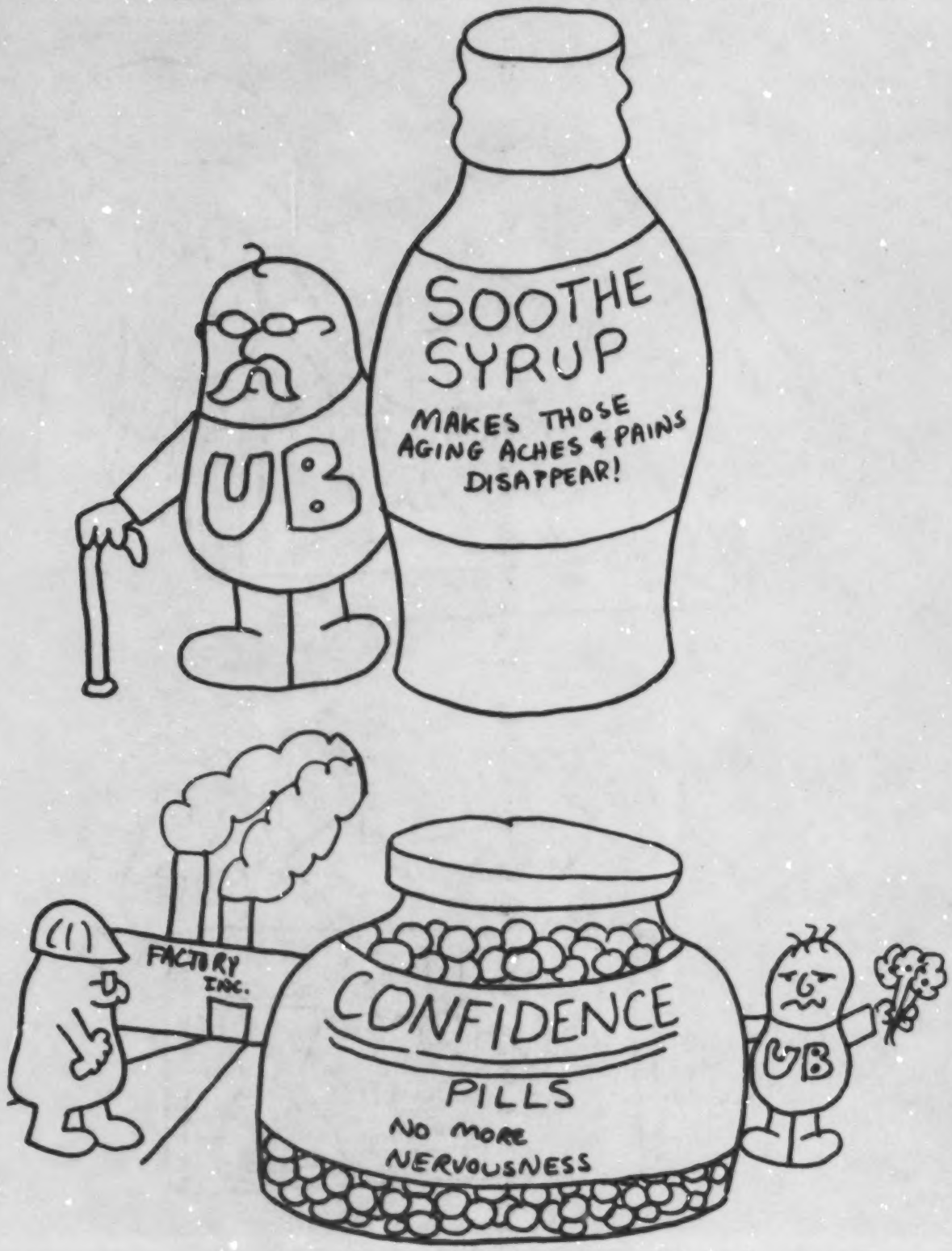
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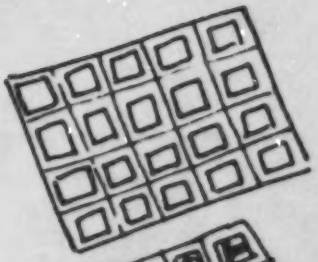
## THERMAL TRANSPARENCY SLIDES

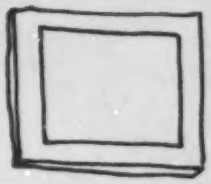


STEP #1
Create a slide show without a camera or any development costs. Start with the 2-inch pattern sheet. Use a No. 2 pencil or typewriter to prepare the script and illustrations. DO NOT USE COLOR OR SHADING YET. (Samples are shown on the next page.)

STEP #2
Complete as many frames as you need. Now you are ready to make a thermal transparency. Place the transparency sheet on top of the completed page. Run both through any "thermofax" copier. Be sure the dial is set for transparencies.

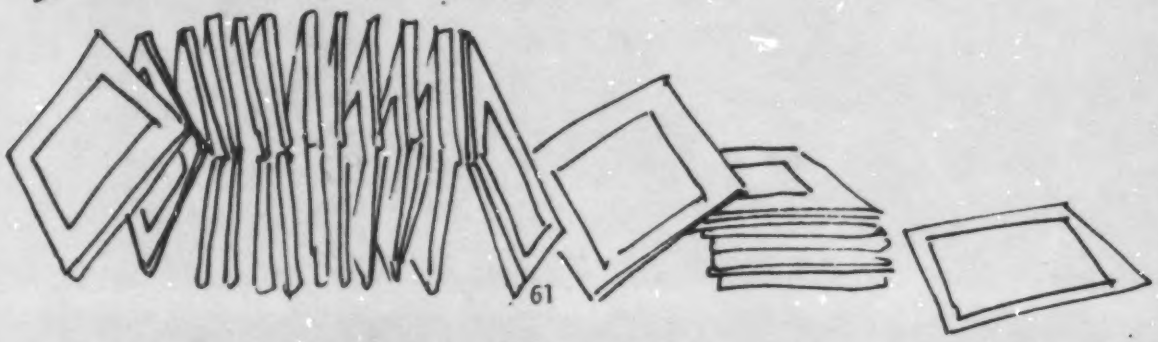
STEP #3
Now you are ready to add color. Use any transparency markers. Permanent ones work best and prevent smearing.

STEP #4
Cut out individual frames and prepare for individual slide mounting. Specific directions will accompany the slide mounts. Heat-sealing cardboard slide mounts with large openings are available from camera shops at a nominal fee. An iron can be used to seal a transparency square inside each mount.

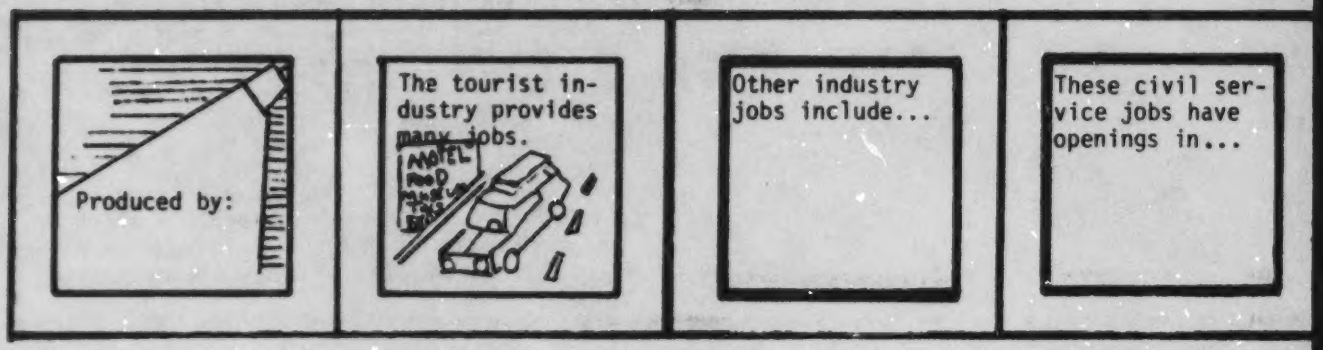


STEP #5
The slides are now ready to be sequenced for use in a previewer or a carousel projector.

STEP #6
A slide tape may be produced to supplement the slides. A beep may be used to indicate when to move to the next slide. Commercially-prepared slides may be combined with the "no-camera" slides to produce a professional slide production for little money.

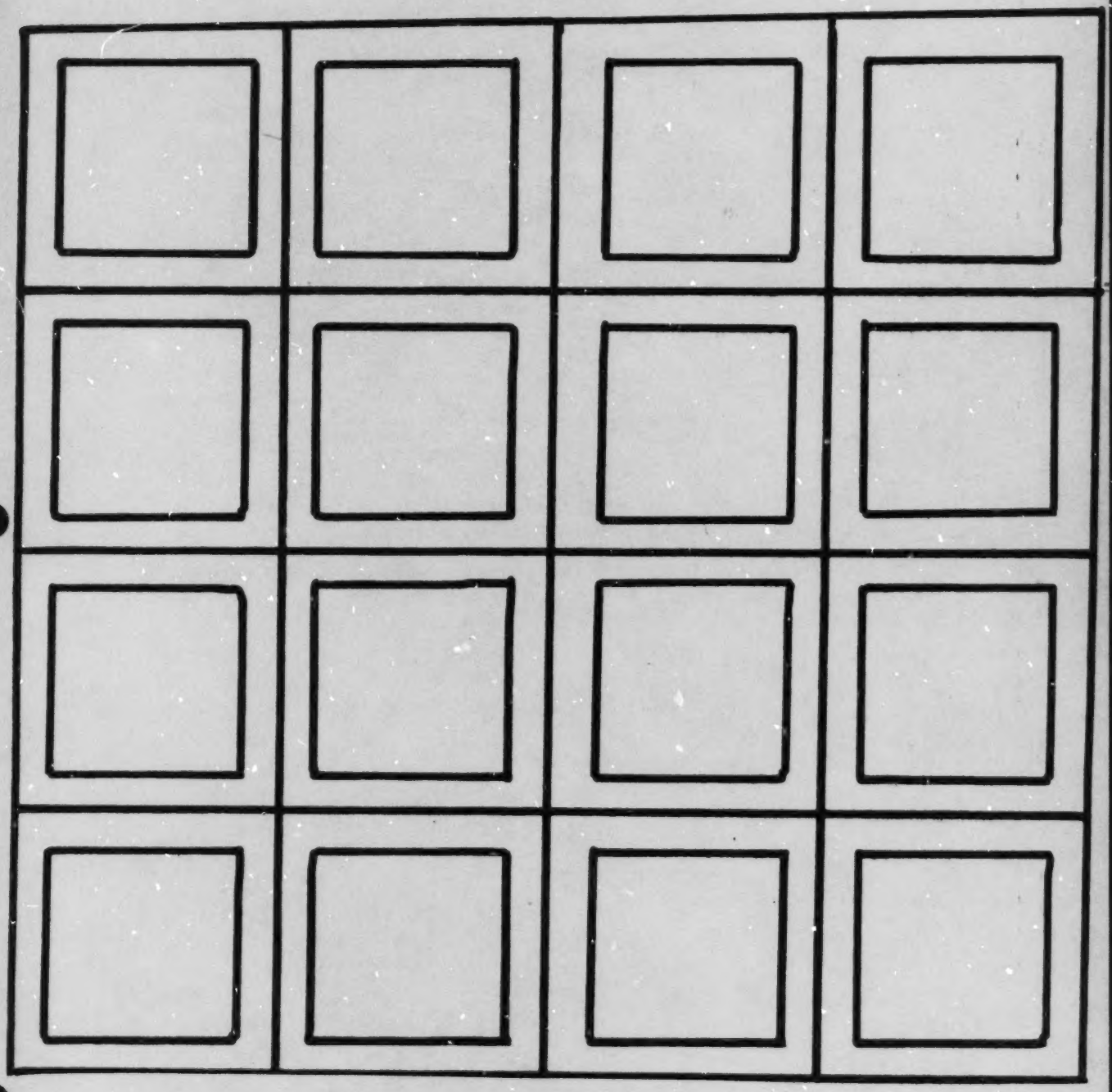


**SAMPLE THERMAL TRANSPARENCY SLIDES**


Produced by:
The tourist industry provides many jobs.
MOTEL
Other industry jobs include...
These civil service jobs have openings in...

67

PATTERN FOR THERMAL TRANSPARENCY SLIDES



## PAPER FILMSTRIPS

Create paper filmstrips to describe the various careers. A combination of printing, typing, and illustrating present the basic facts.

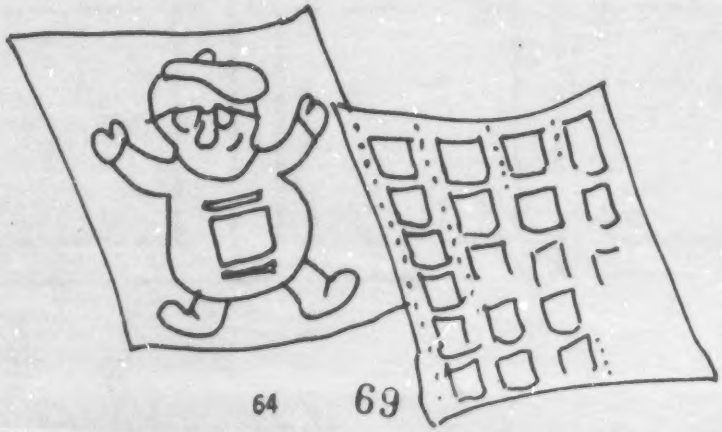
Upon completion the strips will be taped together in the proper sequence. This permits a student to vary the length of a filmstrip based upon the amount of available information.

A paper previewer, such as the sample U B Paper Filmstrip Previewer, may be used for showing the filmstrip. Slots permit the filmstrip frames to show up one at a time. For additional visual impact have the students create a new shape of U B for each filmstrip. Make the dress and things placed in the hands reflect the career chosen for the filmtrip. Color added to the filmstrip illustrations with pencil or magic markers also enhances the visual impact.

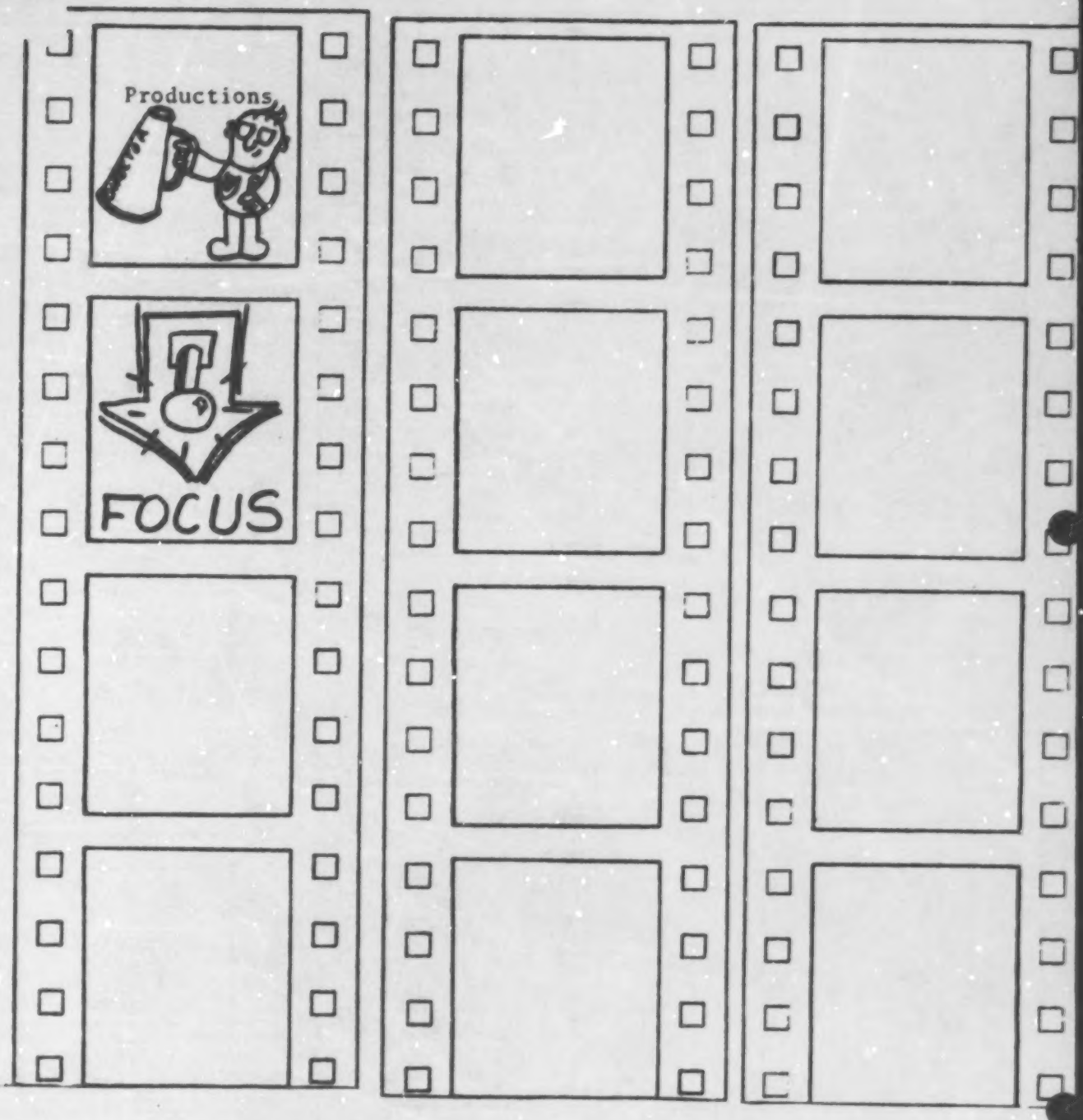
Tapes give the multimedia flavor. This addition also makes it easier to convey information wich might require more space than the frames allow. A simple beep or musical sound will indicate time to advance to the next frame. Here is a change for creativity on the part of your students.

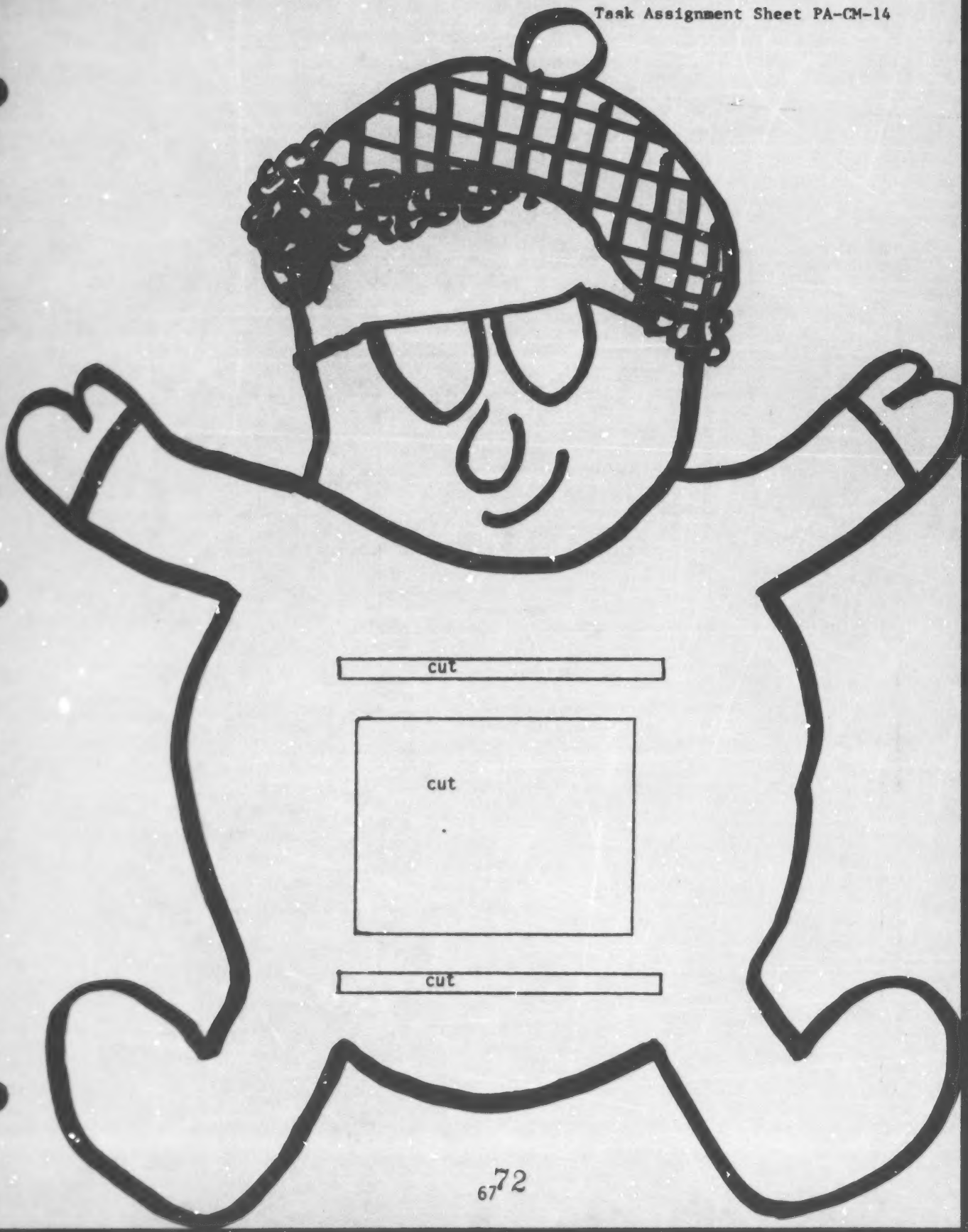
An example of the paper filmstrip has been included here. It describes the jobs of a barber and beautician.

You may duplicate the pages to support this activity. Add a little color and a bulletin board center will help to create interest in this project.



SAMPLE PAPER FILMSTRIP


Productions
FOCUS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Check-Out Activity

PRODUCING A TV COMMERCIAL

| TV COMMERCIAL EVALUATION<br>1=Fair 2=Good 3=Excellent | | | | | | |
|---|---|---|---|---|---|---|
| Group | Product Information | Props/Music/ Sound Effects | Program Format | Performer Delivery | Overall Effect | Total |
| | | | | | | |
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## SCHEDULING TV PROGRAMS

### OBJECTIVE

USING a TV schedule and a TV Program Schedule Form,

SCHEDULE TV PROGRAMS.

YOU SHOULD schedule the programs for Monday through Friday from 6:30 p.m. to 10:00 p.m. Your schedule should include a variety of programs. Some should appeal to young viewers and some to older viewers. Each program should be scheduled for an appropriate time slot. Fill all time slots.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will understand that the time a TV program is aired often determines its success or failure in the TV ratings.

### CONTENTS


| Instruction Sheet | Learning Activity Number |
|---|---|
| I TIPS ON SCHEDULING TV PROGRAMS | 1 |
| Instructor's Final Checklist | |
| SCHEDULING TV PROGRAMS | 4 |


### CHECK-OUT ACTIVITY

Your teacher will show you a TV Program Schedule Form. Make one like it.

Using TV schedules listed in a newspaper or TV guide, combine some of the programs into a Monday-through-Friday schedule that you think would be most appealing to the viewers. Schedule the times from 6:30 p.m. to 10:00 p.m.

Take any program for any of the TV channels from any time slot and schedule it at a different time. Fill up all of your time slots. Be sure to allow the right amount of time for each program. Do not schedule a program past 10:00 p.m.

### RECOMMENDED REFERENCE

Schnirel/Jenkins, Exploring Occupations in Communication and Graphic Arts, Gregg/McGraw-Hill Book Company.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students read Instruction Sheet I.<br><br>Discuss the things to consider when choosing and scheduling programs. | Instruction Sheet I | |
| 2 | Have students study and compare TV programs for the different channels. Have them list the various types of programs and the time slots for each type. | Local newspapers | |
| 3 | Make up some good TV program schedules and some bad ones. The bad ones may include:<br><br>--the same type of programs for each time slot;<br>--Children's programs scheduled in a late time slot;<br>--A weekly program, such as the news, scheduled for a different time each day. | Good and bad TV program schedules | |
| 4 | Duplicate a copy of the TV Program Schedule Form for each student, or make a transparency, to show the student, or write it on the chalkboard.<br><br>Have the students examine the TV schedules in the newspaper or a TV guide, and choose programs to be offered for Monday through Friday from 6:30 p.m. to 10:00 p.m. They may | TV Program Schedule Form<br>TV schedule in a newspaper or a TV guide<br>Instructor's Final Checklist | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | take any program from any time slot and schedule it at a different time and day.<br><br>Use the Instructor's Final Checklist to evaluate each student's program schedule. | | |

Task Assignment Sheet PA-CM-15

Check-Out Activity

SCHEDULING TV PROGRAMS

Master Copy

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## TV PROGRAM SCHEDULE FORM

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| 6:30 | 6:30 | 6:30 | 6:30 | 6:30 |
| 7:00 | 7:00 | 7:00 | 7:00 | 7:00 |
| 7:30 | 7:30 | 7:30 | 7:30 | 7:30 |
| 8:00 | 8:00 | 8:00 | 8:00 | 8:00 |
| 8:30 | 8:30 | 8:30 | 8:30 | 8:30 |
| 9:00 | 9:00 | 9:00 | 9:00 | 9:00 |
| 9:30 | 9:30 | 9:30 | 9:30 | 9:30 |

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# APPENDIX

# VOCABULARY LISTING

Audition - Hearing by an expert.

Broadcast - To send out by radio or television.

Communicate - To give information by speaking, using sign language, or writing.

Compositor - A person who sets type for printing.

Cropping - Cutting off the top and ends of.

Edit - To eliminate the unneeded part of a picture.

Fingerspell - Using the fingers to spell words.

Format - Shape, size, type of print, paper, and general makeup or arrangement of a greeting card, book, magazine, etc.; the general plan of a radio or television show.

Full script - A script in which everything to be said and done is written down.

Galley proof - Printer's first copy of an article to permit correction of errors before the type is made up in pages.

Layout - Process of arranging type, illustrations, etc. for a greeting card, advertisement, etc.

Log - A record of occurrences.

Portrait - Picture of a person.

Proofread - To read and mark corrections.

Reproduce - To make copies.

Script - A copy of the reading matter for a stage, film, radio, or television show.

Segment - Division, section, or part.

Sponsor - A business firm or other agency that pays the costs of a radio or television program on which it advertises something.

Theme - Subject or topic.

## PRACTICAL ARTS VIDEOTAPES

These videotapes are available through the Kentucky Department of Education, Office of Research and Planning, Division of Materials and Curriculum, 19th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601; Telephone: (502) 564-2000.

**Agribusiness, Natural Resources and Environmental Occupations**

"Coal: Kentucky's Ace in the Hole": 1/2-inch color cartridge; 23 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Describes types of occupations available in the coal industry and discusses useful coal by-products.

"Wildlife": 3/4-inch color cassette; 25 minutes. Explains the role of wildlife in conservation.

"Energy Careers": 1/2-inch color cartridge; 15 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores careers in the alternative energy areas of solar energy, wind, and coal liquification.

"Agribusiness": 3/4-inch color cassette; 18 minutes. Deals with careers in agriculture and other farm-related careers.

**Business and Office Occupations**

"The Secretary": 3/4-inch cassette; 18 minutes. Identifies various careers available in the secretarial field.

**Communications and Media Occupations**

"One Moment, Please": 1/2-inch color cartridge (2 cartridges available); 18 minutes. Explores occupations, ranging from camera operator to producer, available in radio and television production and necessary qualifications.

"Number, Please": 3/4-inch color cassette; 18 minutes. Discusses careers available in the telephone industry and shows on-the-job interviews for jobs in the industry.

"Roll the Presses": 3/4-inch cassette; 19 minutes, 20 seconds. Gives overview of careers needed to produce a newspaper.

**Construction Occupations**

"Construction Careers": 1/2-inch color cartridge; 20 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores types of occupations, including carpenters, electricians, and plumbers, in construction careers and necessary skills needed for these careers.

**Home Economics Occupations**

"Gainful Home Economics": 3/4-inch color cassette; 20 minutes, 45 seconds. Describes occupations related to home economics in which people are gainfully employed.

**Health Occupations**

"RX Good Health": 1/2-inch color cartridge; 23 minutes; 2 copies on 3/4-inch color cassette. Explores health careers, such as medical secretary, laboratory technician, and physical therapist, in addition to doctor and nurse.

**Hospitality and Recreation Occupations**

"Hospitality Unlimited": 1/2-inch cartridge tape; 16 minutes; color; also on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Indentifies careers in the restaurant industry and hotel/motel management.

**Manufacturing Occupations**

"Down the Assembly Line": 3/4-inch cassette; 18 minutes. Depicts production line workers on the job; introduces students to the division of labor system whereby each worker becomes skilled in a single operation.

**Orientation to the World of Work**

"The Rest of Your Life": 2/4-inch cassette; 30 minutes. Introduces students to step-by-step procedures necessary in seeking employment.

**Personal Service Occupations**

"Barbering and Cosmetology": 3/4-inch cassette. Explores careers available in these two areas.

**Public Service Occupations**

"Dear John Mail": 1/2-inch color cartridge; 20 minutes; 2 copies on 3/4-inch color cassette. Explores the types of postal careers and available postal facilities.

"Law Enforcement": 3/4-inch color cassette; 25 minutes. Presents occupations available in law enforcement careers, ranging from policeman to radio operator, and their functions; also identifies necessary qualifications for entering the occupations.

"The Military": 3/4-inch cassette; 17 minutes, 30 seconds. Gives students an overview of various careers associated with the military.

**Transportation Occupations**

"Tracking A Trucker": 1/2-inch cartridge tape; 22 minutes; color; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores occupations needed to support the trucking industry from mechanic to driver.

"The People of the Airlines": 3/4-inch cassette; 22 minutes. Shows people on the job at the airport and on the airplane.

## REFERENCES APPROPRIATE FOR CAREER EXPLORATION

### Documents

Exploring Careers, 1979
Bulletin 2001
Bureau of Labor Statistics
1371 Peachtree Street, N.E.
Atlanta, GA 30309
Telephone: (404) 881-4418

Occupational Outlook Handbook
Bulletin 1955
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(Cloth Cover) Stock No. 029-001-02067-8
(Paper Cover) Stock No. 029-001-02059-7

Dictionary of Occupational Titles
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock No. 029-013-00079-9

### Sources of Information

Practical Arts Unit
Bureau of Vocational Education
21st Floor
Capital Plaza Tower
Frankfort, KY 40601
Telephone: (502) 564-3472

Gregg/McGraw-Hill
Webster Division
1221 Avenue of the Americas
New York, NY 10020

McKnight Publishing Company
Bloomington, IL 61701

New Jersey Vocational Technical
Curriculum Laboratory
Rutgers University
4103 Kilmer Campus
New Brunswick, NJ 08903

Ohio Department of Education
Division of Vocational Education
Career Development Service
Columbus, OH 43215

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Xerox Educational Publications
P.O. Box 16629
Columbus, OH 43216

## ADDRESSING STUDENTS WITH SPECIAL NEEDS

Some students may need special help in achieving competencies. Ideas are presented here for helping identify those students and modifying materials and techniques to help them succeed.

### Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular vocational education programs without special help are termed "students with special needs" (Vocational Education Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activities--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) who are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment when meeting the criteria for academic or economic deprivation, are specifically identified in the disadvantaged group to be given special help.

### Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserves moneys to do so.

2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.

3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.

4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in educational programs receiving or benefiting from federal financial assistance.

5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large group, small group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the modules, where to find materials, how and when tests will be given, how "passing" or achieving competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activities described in the modules may become the teacher's lesson plan and be utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed by module or cluster of modules, explanation of what is to be learned and why, presentation of information in small chunks, demonstrations, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the students for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe (Olympus Publishing Company, Salt Lake City, Utah 84105), for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

## Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this many be done follows.

AUDIO-VISUALS (films, filmstrips, slide/tape presentations, videotapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

Note: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by the teacher, experienced workers, and previously-trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." "The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr. _____ was no good; neither is his son." "She can

never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped persons often have equal misconceptions about themselves thinking: "I can never do that." "_____, who is deaf, does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (a person with a like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth. It means attempting to eliminate underemployment.

EMPLOYER INVOLVEMENT. Programs with employer input are more practical and in line with the current needs of the job market. Employers who make input feel a special kinship to the program and get a chance to see the students before meeting them in the job market.

For disadvantaged and handicapped students, employer involvement offers a very special opportunity to remove common misconceptions about their capabilities. It enables employers to help with any modification needed, see students performing tasks, and observe how the students relate to others. It gives students a chance to prove that they can do the work, that they will not endanger themselves or others, and that they will not increase expenses. These are major employer concerns. Both students and teachers should be prepared to provide reassuring answers and evidence to show there is no more risk than with the nonhandicapped.

Employers may be involved by giving class presentations; giving suggestions for program improvement and modifications; conducting mock interviews; and providing work experience, observations, worker interviews, job analysis, etc.

HANDS-ON EXPERIENCES, PROBLEM SOLVING, PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable. Accomplishment means "qualified for work"--a great boost to self-esteem for those who doubt self-worth.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to

be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained, are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have no previous work experience, little observation of the worker's daily routine, and limited social experiences. They have been sheltered at home, absent from the scene, and at best, onlookers.

So that they will not continue in this role after vocational training, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the working community, need proof that they can function independently and competently. They need to establish contacts who can serve as references to recommend them as competent workers who can relate to others.

Field trips, worker interviews, cooperative work experience, spending a day on the job, giving talks before civic groups are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help achieve faster comprehension and understanding and promote learning communication skills. Teaching special units dealing with related communication and social skills will also be necessary; for example: office etiquette, relationships with employer and other employees, daily work expectations which are not direct task performance, telephone skills, appropriate dress and grooming habits, to name a few.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, the speech impaired, the learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds in the work place to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds of the work place so that they can work without being distracted. The speech impaired need to be given the right to listen although they may have trouble participating, or may not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion

of a guidesheet questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

Listening is a vocational skill as well as a learning skill. Workers must be able to receive information by listening as well as provide information for listening. Most on-the-job instruction is given orally. Explanation must be given to and received from customers, co-workers, and supervisors.

READING HELPS. Being fluent in the technical vocabulary or language of the job and able to read at the level required by the job is a part of occupational competency. On-the-job reading requirements may vary from the reading of signs to following instructions given in technical manuals. The instruction given in reading, then, for vocational purposes, will depend on the reading skills possessed by the student and the reading requirements of the job. Whether or not a supplemental class in remedial reading is offered, the vocational instructor will find that providing reading aids also helps provide job skill.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program. Some schools employ vocational reading teachers to assist vocational students with developing vocational reading skills and doing the reading required in their programs.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recording script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some jobs than to others. Math is best taught in relation to the task of which it is a part. This instruction should incorporate basic math and remedial math instruction as needed. A cooperative or team teaching effort with the math teachers or related math instructors in the school will relieve the burden on the vocational instructor. Enough practice and application exercises should be provided to insure retention of the math operations involved. It is helpful to compile a list of the

math competencies needed to complete the training program, prepare an assessment test to determine student skills, and plan in the beginning a program which the student can follow to attain the basic math competencies prerequisite to the course. If the skills cannot be acquired simultaneously to the job skill training program, the student should postpone entry into the course until the prerequisite skills are attained. It may be necessary to prepare a special manual and modules to provide the related math instruction.

REMEDIAL AND RETENTION EXERCISES. Doing learning activities does not necessarily make students occupationally competent. Performance must be observed, misunderstandings clarified, procedures and techniques corrected, and repetition called for at a future time. Lesson planning should anticipate theory and tasks with which students are likely to have difficulty, include additional practice exercises, and provide alternate approaches to teaching. Repetition for retention should be provided, such as repetition of information in different media presentations or use of different types of application exercises. Review sessions, keeping notebooks, completing work samples, doing live work, and solving cases will also help.

SAFETY. The Occupational Health and Safety Act has increased employer concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome employer concern about the handicapped person's ability to take care of himself/herself and not endanger the lives of others; (2) to identify and deal with situations which are hazardous for persons because of particular handicaps.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap. An example is the installation of a blinking light to tell a person who is deaf that the equipment is running.

Note: The Kentucky Department of Labor, Occupational Safety and Health Program, Division of Education and Training, Frankfort, Kentucky 40601, Phone: (502) 564-6895, offers training programs to help vocational instructors teach safety.

SUPPORT SERVICES. Some students will require emotional, social, and financial support in order to succeed in the instructional programs. Others will need career counseling and special assistance in becoming employed. Government agencies, special schools, special personnel, and organizations for disadvantaged and handicapped persons can provide this help. The following are examples and should not be considered an all-inclusive list: resource room teachers, rehabilitation counselors, guidance counselors, tutors, remedial teachers, instructors in special schools, occupational therapists, diagnostic specialists, media personnel, handicapped workers, workers who are members of a minority group, social workers, and others who can serve as role models. Survey the community to identify persons who serve the needs of disadvantaged and handicapped persons in your area and incorporate their assistance in related learning activities.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, changes in work environment, adaptations in course or training program content). Some students require special help in meeting physical job requirements. When considering modification, it is important to concentrate on what the student can do. If at all possible, enable the student to function in the work environment as it is usually found. Employers look favorably on handicapped persons with this kind of preparation.

Rehabilitation centers; organizations and schools for the blind, deaf, dyslectic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

Care should be taken to insure occupational competency. Prospective employers should be shown how the modification operates in the work setting and how it increases efficiency.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the occupation for which training is being given, the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

PRACTICAL ARTS

COMMUNICATIONS AND MEDIA EXPLORATION

Task Assignment Sheets PA-CM 1-15

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: TAKING PORTRAIT PHOTOGRAPHS

### INTRODUCTION

Some photographers specialize in taking pictures of people. They are called portrait photographers. Since people like to appear at their best in photographs, the photographer must plan his/her work very carefully. In this task assignment sheet you will learn how to take a portrait photograph.

### OBJECTIVES

USING a subject, stool, loaded camera, white sheet, and a window,

or

USING a subject, stool, loaded camera, four lights, and a plain wall,

TAKE PICTURES OF THE SUBJECT.

YOUR WORK will be rated in accordance with the Instructor's Final Checklist.

### LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, POSING A SUBJECT.
2. BRING portraits to class, and EXAMINE the poses.
3. PRACTICE posing a classmate for a portrait picture.
4. EXAMINE the illustrations in Instruction Sheet II, ARRANGING THE LIGHTING.
5. WATCH a demonstration of how to arrange the lighting.
6. PRACTICE arranging the lighting.
7. PRACTICE loading the camera you will use if you have not loaded it before.
8. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITY.

### CHECK-OUT ACTIVITY

Take inside pictures of two different poses of your subject:

--Full-length shot
--Waist shot



Kentucky Department of Education
1982-83

## VOCABULARY

Portrait - Picture of a person.

The development of this material is the result of a cooperative effort between the Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education. The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap. This publication was printed with state funds.

## INSTRUCTION SHEET 1

### POSING A SUBJECT

When taking a portrait picture:

1. Seat your subject. For a full-length shot, be sure the feet are in line with the knees. Protruding feet often are out of proportion in a photograph.

2. Decide how you want to position your subject. Some people look better in profile. If a profile pose is used, determine the subject's better side. (Almost everyone has one side that photographs better than the other.)

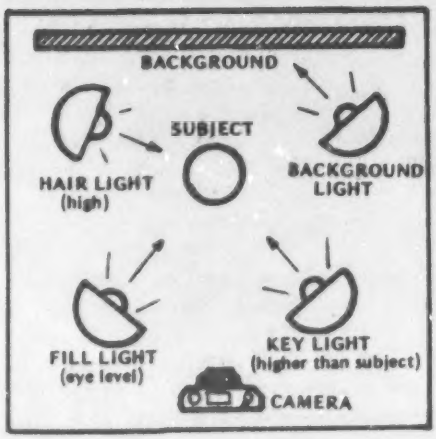
3. Highlight the good features and disguise the bad ones. For example, if your subject has a double chin, tilt the head slightly upward.

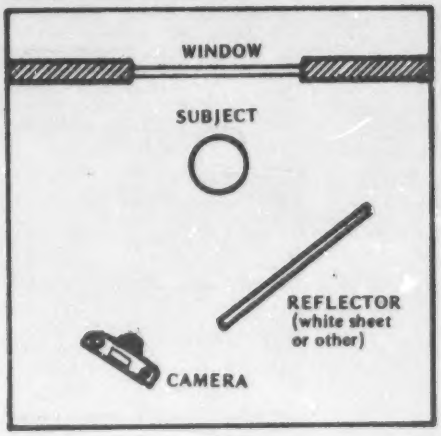
4. Decide on the facial expression you want. The eyes should not be closed. A smile is usually the best expression rather than a broad grin. A calm or thoughtful look is also good, but a frown is usually not appealing.

5. Experiment with your subject to get the best pose. Check the pose by looking through your camera from the place where you will shoot. It is a good idea to take shots from different angles without moving the subject.

## INSTRUCTION SHEET II

## ARRANGING THE LIGHTING



## INSTRUCTOR'S FINAL CHECKLIST

### TAKING PORTRAIT PHOTOGRAPHS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| In taking portrait photographs, the student: | | |
| 1. Took pictures of two different poses: | | |
| a. Full length | [ ] | [ ] |
| b. Waist | [ ] | [ ] |
| 2. Took inside shots | [ ] | [ ] |
| 3. Took sharp, clear pictures | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

TASK: CROPPING PHOTOGRAPHS

## INTRODUCTION

Photographers often edit their photographs by cutting away parts of the picture such as unwanted background. This process is known as cropping. In this task assignment sheet you will learn how to crop a photograph.

## OBJECTIVE

GIVEN a set of cropping guides, scissors, red pencil, construction paper, paste, and a portrait photograph you took,

CROP THE PHOTOGRAPH AND MOUNT IT ON CONSTRUCTION PAPER.

THE CROPPED PHOTOGRAPH should be trimmed to a head-and-shoulder portrait and attractively mounted on construction paper.

## LEARNING ACTIVITIES

1. LOOK AT the illustrations in Instruction Sheet I, USING CROPPING GUIDES.
2. MAKE your own cropping guides. FOLLOW the pattern in Instruction Sheet I.
3. FIND pictures in newspapers and magazines. USE your cropping guides to edit each picture. ARRANGE the guides as shown in Instruction Sheet I. DECIDE on the content of each picture, and MARK the outline (crop marks) with red pencil. CUT OUT the cropped picture.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Crop one of your portrait photographs to a head-and-shoulder portrait. Mount it on construction paper.



Kentucky Department of Education
1982-83

## VOCABULARY

Cropping - Cutting off the top and ends of.

Edit - To eliminate the unneeded part of a picture.

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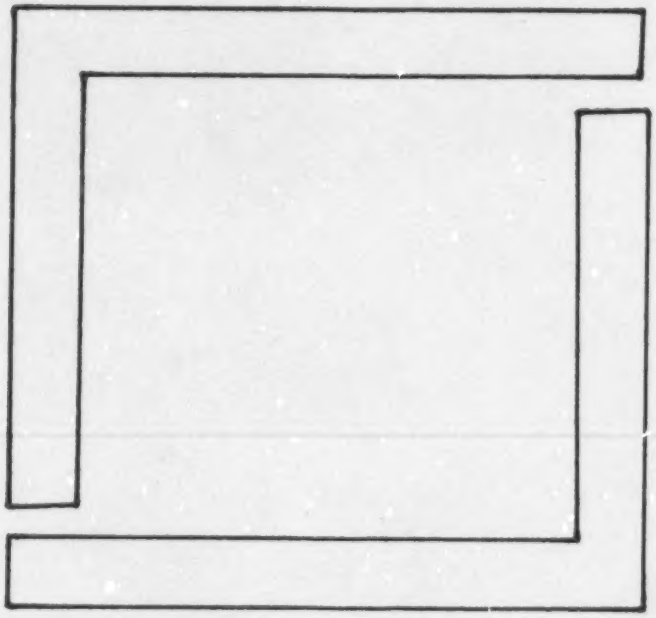
INSTRUCTION SHEET 1

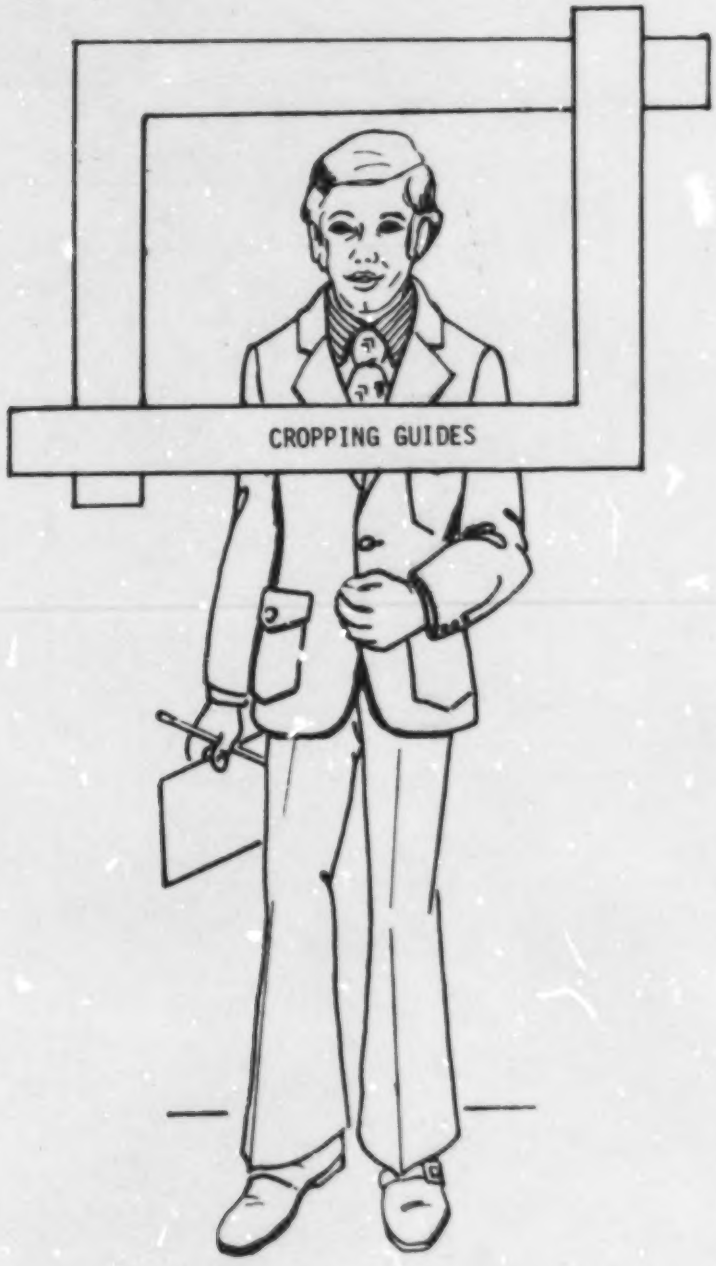
## USING CROPPING GUIDES

Cropping guides can be used to frame the parts of the photograph you want to keep and to cut away the parts that are not needed. Here is a cropping guides pattern.



Study the illustration on the next page. It shows how cropping guides can be used to mark a head-and-shoulder portrait.

INSTRUCTION SHEET 1, (Page 2)



## INSTRUCTOR'S FINAL CHECKLIST

### CROPPING PHOTOGRAPHS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| Accomplished | Not Accomplished |
|---|---|

In cropping a photograph, the student:

1. Trimmed the photograph to a head-and-shoulders portrait..... [ ] [ ]

2. Attractively mounted the cropped photograph on construction paper..... [ ] [ ]

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

TASK: HANDLING ANNOYING TELEPHONE CALLS

## INTRODUCTION

A telephone company is always concerned any time a customer receives an annoying call. Most companies have representatives who are trained to investigate and help identify the source of these calls. They also furnish guidelines for dealing with the calls. In this task assignment sheet you will learn how to handle annoying telephone calls.

## OBJECTIVE

GIVEN cases of annoying telephone calls and an Annoyance Call Log,

LOG THE CALLS AND EXPLAIN HOW TO HANDLE THEM.

YOU SHOULD log the date, time, and annoying words or situations for each call and list the recommended way to handle it.

## LEARNING ACTIVITIES

1. INTERVIEW three people to find out the kinds of telephone calls they find most annoying. REPORT to the class.
2. READ and DISCUSS Instruction Sheet 1, HOW TO HANDLE ANNOYING TELEPHONE CALLS.
3. IDENTIFY the types of annoying telephone calls. Your teacher will tell you about this activity.)
4. FIND the consumer protection section in the front section of your telephone directory. REVIEW the suggestions for handling annoying telephone calls, and LIST the telephone number you may call to report the calls.
5. WATCH your teacher log annoying telephone calls.
6. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Your teacher will provide cases of annoying telephone calls and an Annoyance Call Log. Log each call and list the recommended way to handle it.

## VOCABULARY

Log - A record of occurrences.

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INSTRUCTION SHEET I

## HOW TO HANDLE ANNOYING TELEPHONE CALLS

There are four types of calls which are generally annoying: (1) sales or survey calls; (2) anonymous calls; (3) abusive, harassing, or obscene calls; (4) threatening calls. Here are some suggestions that will help you handle these calls.

### Sales and Survey Calls

1. Don't feel obligated to answer questions. Don't answer anything on the phone that you wouldn't answer if you were asked by a stranger face-to-face.

2. Always find out who is calling--the person's name and the company he/she represents.

3. If you don't recognize the name of the company conducting a survey, ask the caller to call back after you have checked the firm with the Better Business Bureau or the Chamber of Commerce. They can give you information as to the good faith of the firm.

4. If the caller is a salesperson and you are not interested, say so. If you wish, you may suggest that the caller send you written information that you can look over at your leisure.

5. If a caller is rude enough not to let you go politely, hang up.

### Anonymous Calls

1. When the caller asks, "Who is this?" don't tell him/her. Instead ask, "What number do you want?" or "Whom do you want?"

2. Instruct small children in your family (or a baby sitter) never to talk on the phone to anyone they do not immediately recognize. An innocent comment such as, "My parents are gone," can be helpful to a burglar.

3. If the caller remains silent after you answer, don't say anything else. Either hang up or wait for him/her to hang up. Some want to listen just to see what you will do. Silence is not much fun.

### Abusive, Harassing, or Obscene Calls

These calls are designed to infuriate and terrify. Try not to let them succeed:

1. This caller may remain silent for a little while. Don't give him/her a chance to start. Hang up.

INSTRUCTION SHEET 1, (p. 2)

2. If the caller makes any obscene or suggestive remark, hang up immediately. Don't give him/her the satisfaction of demanding to know who is calling or ask repeatedly the purpose of the call.

Threatening Calls

These are extreme cases of annoying calls--threats to life and property, bomb threats, threats of kidnapping, robbery, or injury to members of the family.

1. Call the police immediately!

2. Call the telephone company immediately!

If you keep getting annoying calls from the same source, contact your telephone company. The representative will help identify the source of these calls.

## INSTRUCTOR'S FINAL CHECKLIST

### HANDLING ANNOYING TELEPHONE CALLS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| Accomplished | Not Accomplished |
|---|---|

In handling descriptions of annoying telephone calls, the student:

1. Logged each call correctly:
   - a. Date ..... [ ] [ ]
   - b. Time ..... [ ] [ ]
   - c. Annoying words or situations ..... [ ] [ ]
2. Listed the recommended way to handle each call:
   - a. Sales and surveys ..... [ ] [ ]
   - b. Anonymous ..... [ ] [ ]
   - c. Abusive, harassing, or obscene ..... [ ] [ ]
   - d. Threatening ..... [ ] [ ]

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: USING THE YELLOW PAGES OF THE TELEPHONE DIRECTORY

### INTRODUCTION

Nearly all businesses have a telephone listing in the Yellow Pages. (Personal telephone listings are not included.) This section of your telephone directory is a valuable guide to businesses and other organizations in your community. In this task assignment sheet you will learn how to use the Yellow Pages.

### OBJECTIVE

USING a list of headings from the Yellow Pages,

WRITE NAMES AND TELEPHONE NUMBERS OF FIRMS LISTED UNDER EACH HEADING.

YOU SHOULD list at least two firms for each heading.

### LEARNING ACTIVITIES

1. LOOK through the introductory pages of the Yellow Pages. LIST three items of information which are given in the pages.
2. READ and DISCUSS Instruction Sheet 1, TO FIND THINGS IN THE YELLOW PAGES.
3. FIND and LIST headings in the Yellow Pages that deal with audio-visuals, broadcasting, and publishing. SHARE your list with the class.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITY.

### CHECK-OUT ACTIVITY

Write the names and telephone numbers of at least two firms appearing under the headings you listed in Learning Activity 3.



Kentucky Department of Education

1982-83

INSTRUCTION SHEET I

## TO FIND THINGS IN THE YELLOW PAGES

Yellow Pages are used to find:

Products and Services

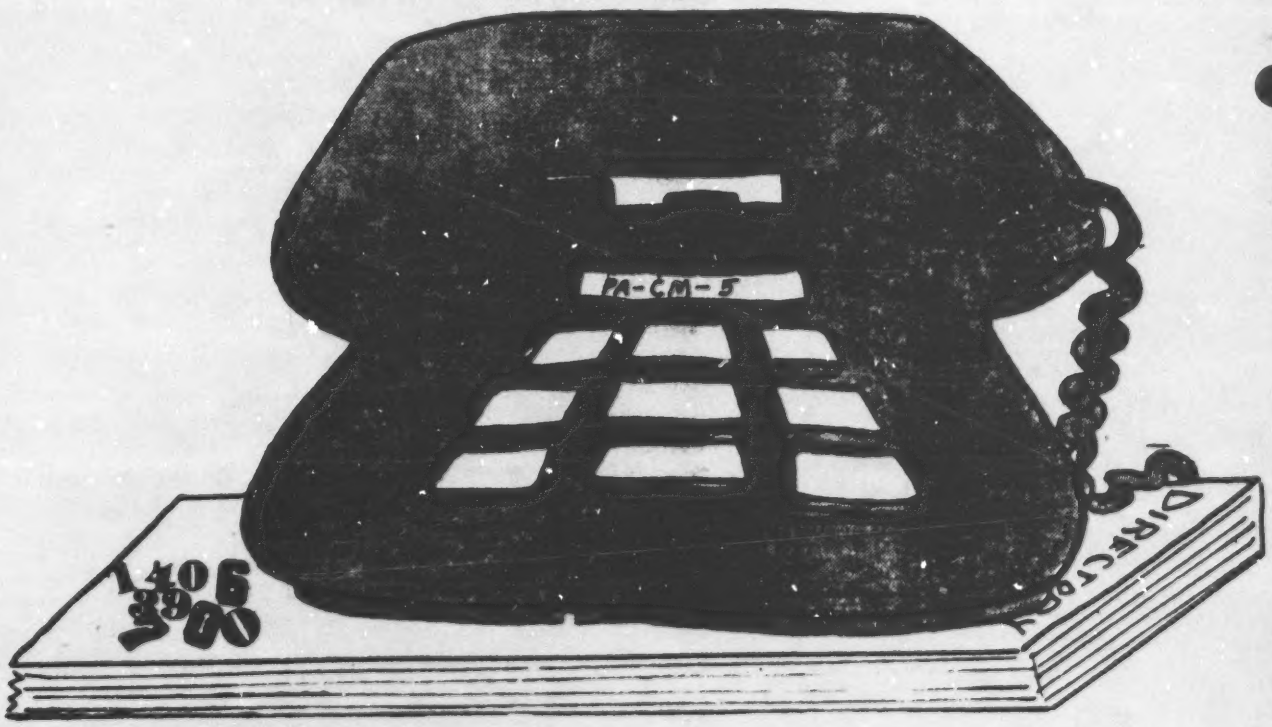
These appear as bold headings and are listed in alphabetical order. Under each of these headings is an alphabetical list of businesses and organizations. Sometimes there are cross-reference guides which lead you to another heading.

Names and Addresses of Businesses and Organizations

Look under the heading which best describes the firm's type of business. Glancing down the list may help you discover what you are looking for.

A Particular Brand

Look under the heading which best describes the product or service you want. Then look for the tradename or trademark you want.




(Art work adapted from North Carolina Department of Public Instruction, "What Will UB?")

## INSTRUCTOR'S FINAL CHECKLIST

### USING THE YELLOW PAGES OF THE TELEPHONE DIRECTORY

| Accomplished | Not Accomplished |
|---|---|

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student wrote the names and telephone numbers of at least two firms appearing under the headings pertaining to:

1. Audio-visuals..... [ ] [ ]
2. Broadcasting..... [ ] [ ]
3. Publishing..... [ ] [ ]

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

TASK: PLACING A COLLECT CALL

## INTRODUCTION

A collect call is one in which the party you are calling pays the charges. In this task assignment sheet you will learn how to place a collect call.

## OBJECTIVE

GIVEN a telephone set-up and two partners,

PLAN AND PARTICIPATE IN A PUPPET SHOW ABOUT PLACING A COLLECT CALL.

THE SHOW should present the four steps for placing a collect call.

## LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet 1, HOW TO PLACE A COLLECT CALL.
2. PLAN a puppet show about placing a collect call. Work with two of your classmates. Your teacher will tell you more about this activity.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Give the puppet show you planned in Learning Activity 2.

INSTRUCTION SHEET I

## HOW TO PLACE A COLLECT CALL

You may call collect only if the party you are calling agrees to pay the charges. Here is the procedure for placing a collect call:

1. Dial 0 and the number you are calling.

2. When the telephone operator comes on the line, say that you are placing a collect call and give your name.

3. When the party you are calling answers, wait to talk until the operator asks: (Your name) calling, will you accept charges?"

4. If the party agrees, the operator tells you to "Go ahead." If the party refuses, the operator tells you that the party will not accept charges, and you must hang up.

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## INSTRUCTOR'S FINAL CHECKLIST

### PLACING A COLLECT CALL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | | | Accomplished | Not Accomplished |
|---|---|---|---|---|
| Each puppet show included the following: | | | | |
| Caller: | 1. | Dialed the phone..... | [ ] | [ ] |
| | 2. | Gave the operator the correct information..... | [ ] | [ ] |
| | 3. | Talked or hung up at the appropriate time..... | [ ] | [ ] |
| Operator: | 1. | Offered assistance to the caller..... | [ ] | [ ] |
| | 2. | Asked if the party being called would accept the charges..... | [ ] | [ ] |
| | 3. | Instructed the caller to begin talking or hang up..... | [ ] | [ ] |
| Party Receiving Call: | | Agreed or refused to accept the charges..... | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: USING SIGN LANGUAGE

### INTRODUCTION

Not everyone communicates alike. Most of us speak with our mouths to make ourselves understood. However, some children are born with a hearing problem or develop one early in life. As a result, they are unable to form words that others can understand. Fortunately, different forms of hand signs have been developed to aid these individuals in their effort to communicate. In this task assignment sheet you will learn how to fingerspell--visible English.

### OBJECTIVE

GIVEN a message in fingerspelling,

INTERPRET AND WRITE THE MESSAGE.

YOU SHOULD write the message correctly.

### LEARNING ACTIVITIES

1. STUDY the fingerspelling signs in Instruction Sheet I, VISIBLE ENGLISH.
2. WATCH a demonstration of fingerspelling.
3. MEMORIZE and PRACTICE the fingerspelling signs.
4. FINGERSPELL a brief message for a small group of classmates.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

### CHECK-OUT ACTIVITY

Your teacher will provide a brief message in fingerspelling.

Interpret and write the message.

## VOCABULARY

Communicate - Give information by speaking, using sign language, or writing.

Fingerspell - Use the fingers to spell words.

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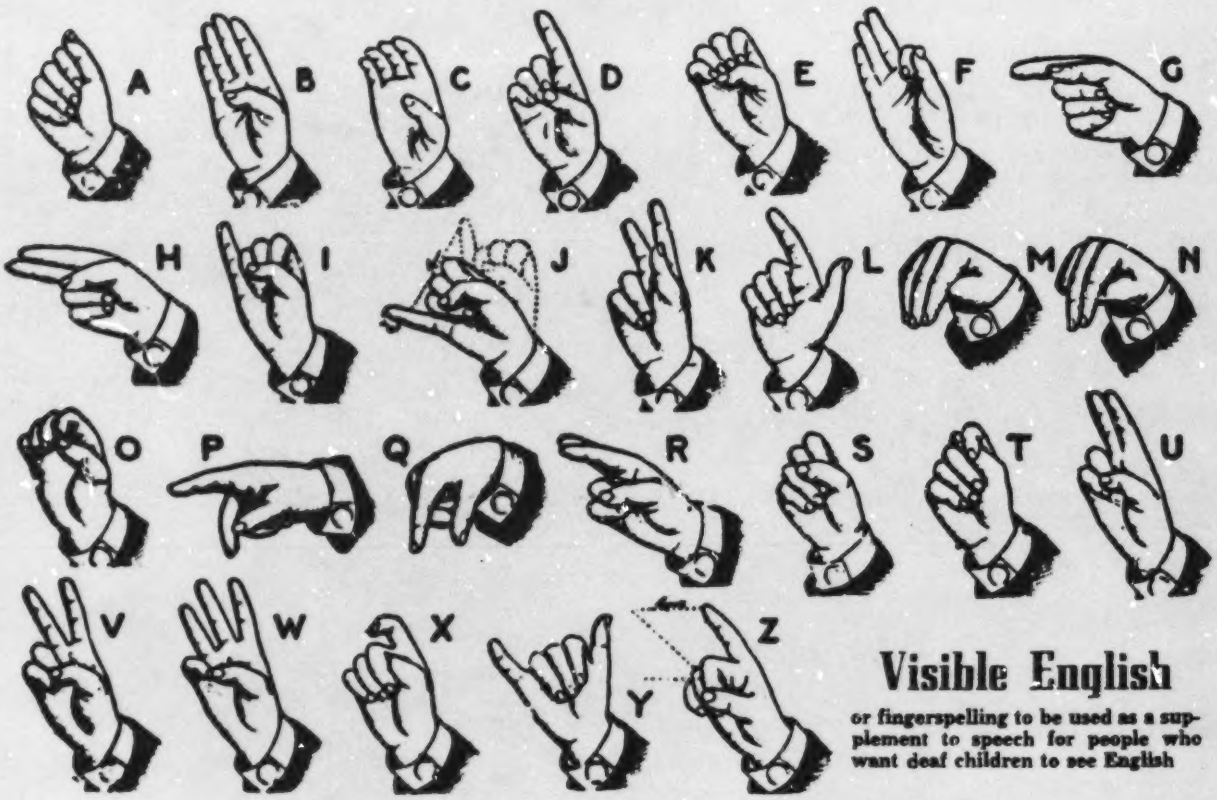
INSTRUCTION SHEET I

VISIBLE ENGLISH



## INSTRUCTOR'S FINAL CHECKLIST

### USING SIGN LANGUAGE

| Accomplished | Not Accomplished |
|---|---|

**Performance Level:** All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student interpreted and wrote each word of the message correctly..... [ ] [ ]

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: DESIGNING A GREETING CARD

### INTRODUCTION

The greeting card industry is big business today. Illustrators carefully plan their designs for greeting cards. In this task assignment sheet you will go through the steps in designing a greeting card.

### OBJECTIVE

USING a greeting card format, plain white paper, rub-on letters or stencils, and a black fine-tip pen,

DESIGN A GREETING CARD.

YOUR WORK will be rated in accordance with the Instructor's Final Checklist.

### LEARNING ACTIVITIES

1. BRING a greeting card to class. ANALYZE the card for the class. IDENTIFY its main topic: birthday, get well, thinking of you, sympathy, or any other; DESCRIBE the message presented in the card; and EXPLAIN how the illustration relates to the message.

2. DESIGN a format for your greeting card. MAKE a working model. Your teacher will give you some ideas.

3. DECIDE on a main topic for your greeting card. COMPOSE the greeting for the front of the card.

4. COMPOSE three different messages for the inside of your greeting card. WRITE each message on a 3" x 5" card. REVIEW the message. CHOOSE the one you think is most appropriate for your card format and main topic.

5. SKETCH three illustrations for the greeting card. REVIEW each one and CHOOSE the one most appropriate for your card format and message.

6. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## VOCABULARY

Format - Shape, size, type of print, paper, and general makeup or arrangement of a greeting card, book, magazine, etc.

Layout - Process of arranging type, illustrations, etc. for a greeting card, advertisement, etc.

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CHECK-OUT ACTIVITY

Prepare your greeting card design for layout:

1. Use plain white paper.
2. Use black rub-on letters or stencils and black ink to letter the greeting.
3. Type or use a black fine-tip pen to write the message.
4. Outline your illustration with black ink.
5. Cut out each part and fit it onto your working model to make sure it is the appropriate size. DO NOT PASTE.

## INSTRUCTOR'S FINAL CHECKLIST

### DESIGNING A GREETING CARD

**Performance Level:** All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| Accomplished | Not Accomplished |
|---|---|

In designing a greeting card, the student:

| | | | | |
|---|---|---|---|---|
| 1. | Planned a format and made a working model..... | [ ] | [ ] |
| 2. | Composed a greeting for the front of the card..... | [ ] | [ ] |
| 3. | Composed a message for the inside of the card..... | [ ] | [ ] |
| 4. | Sketched an illustration for the card..... | [ ] | [ ] |
| 5. | Prepared each part for layout on plain white paper: | | |
| | a. Lettered the greeting with rub-on letters or stencils and blank ink..... | [ ] | [ ] |
| | b. Typed or wrote the message in black ink..... | [ ] | [ ] |
| | c. Outlined the illustration in black ink..... | [ ] | [ ] |
| | d. Fitted each part onto the working model..... | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

TASK: DOING A LAYOUT

## INTRODUCTION

Now that you have designed your greeting card, you are ready to prepare it for reproduction. This process is called layout. A layout artist takes great care to see that all print, illustrations, etc. are laid out in the way they should be. In this task assignment sheet you will learn how to layout copy and illustrations.

## OBJECTIVE

USING plain white paper or card stock, T-square, triangle, blue lead pencil, rubber cement, drawing board or table, and the working model of the greeting card you prepared,

LAYOUT THE COPY AND ILLUSTRATION.

GUIDELINES should be in blue, straight, and positioned to match the format of your working model. COPY and ILLUSTRATION should be cemented neatly and straight within the guidelines.

## LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, LAYING OUT COPY AND ILLUSTRATIONS.
2. PRACTICE laying out copy. USE magazine and newspaper copy and illustrations. Your teacher will tell you more about this activity.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Layout the copy and illustration for your greeting card.

## VOCABULARY

**Reproduce - To make copies of.**

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INSTRUCTION SHEET I

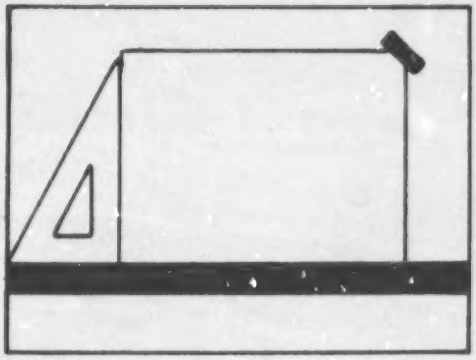
## LAYING OUT COPY AND ILLUSTRATIONS

### PREPARE PAPER FOR LAYOUT

Place a straight edge, preferably a T-square, horizontally near the bottom of a drawing board or table.

Obtain a piece of paper or card stock exactly the same size as the one for the working model of your greeting card. Place the bottom edge against the straight edge. Keep your paper flat.

Place a triangle against the straight edge and along the left side of your paper. This helps you to straighten your paper.

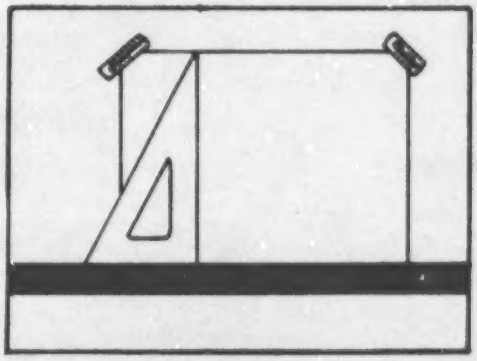


When you are sure your paper is straight, put a piece of masking tape across the upper right corner and tape it to the drawing board. Continue to tape each corner in this manner.

### DRAW GUIDELINES

Measure the layout areas on the working model of your greeting card. (If it is folded, unfold it so that it lays flat.)

Use a blue lead pencil to draw the guideline margins at exactly the same places on your paper. Use the straight edge to draw horizontal lines and the triangle to draw the vertical lines.



### PASTE COPY AND ILLUSTRATIONS

Apply rubber cement to the back of your greeting, message, and illustration you prepared for your greeting card.

Place the lettering and illustration within the blue guidelines.

Remove any excess rubber cement from the edges of the copy.

INSTRUCTOR'S FINAL CHECKLIST

DOING A LAYOUT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| In doing the layout for his/her greeting card, the student: | | |
| 1. Drew guidelines: | | |
| a. In blue | [ ] | [ ] |
| b. Straight | [ ] | [ ] |
| c. Positioned to match the format of the working model | [ ] | [ ] |
| 2. Cemented copy and illustration: | | |
| a. Neatly | [ ] | [ ] |
| b. Straight | [ ] | [ ] |
| c. Within the guidelines | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: WRITING A NEWSPAPER ARTICLE

### INTRODUCTION

The newspaper is one of the most used communication systems. Newspaper reporters work long hours in order to report the latest news. To be sure each of their articles cover the topic adequately, they use a formula known as the five "W's." In this task assignment sheet, you will learn how to write newspaper articles.

### OBJECTIVE

GIVEN a picture,

WRITE A NEWSPAPER ARTICLE ABOUT THE PICTURE.

YOUR ARTICLE should have a headline and be designed around the five "W's."

### LEARNING ACTIVITIES

1. ANALYZE a newspaper article. IDENTIFY the five W's:
   a. WHO is the message about?
   b. WHAT is the message describing?
   c. WHEN did the event take place?
   d. WHERE did the event take place?
   e. WHY did the event take place?

   REPORT to the class.

2. COMPLETE a newspaper article. Your teacher will give you the first part of the article.

3. ASK your teacher for a set of pictures. CHOOSE one picture, and PLAN a newspaper article built around it by WRITING answers to the following questions:
   a. Who will read the article?
   b. What information is needed by the reader?
   c. What events took place?
   d. In what sequence did the events take place?

   Your teacher will review your plan.

4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Write a newspaper article using the plan you prepared in Learning Activity 3. (Print or type your article.) Give your readers the necessary information of who, what, when, where, why. Give you article a headline.

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## INSTRUCTOR'S FINAL CHECKLIST

### WRITING A NEWSPAPER ARTICLE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| The student's newspaper article: | | |
| 1. Included a headline..... | [ ] | [ ] |
| 2. Was designed around the five "W's:" | | |
| a. Who..... | [ ] | [ ] |
| b. What..... | [ ] | [ ] |
| c. When..... | [ ] | [ ] |
| d. Where..... | [ ] | [ ] |
| e. Why..... | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: PROOFREADING A GALLEY PROOF

### INTRODUCTION

New newspaper articles are set in type, and then one sheet is run off. This is called a galley proof. The proofreader reads the galley proof for errors. He/she uses proofreading marks to indicate the changes that are to be made. In this task assignment sheet you will learn how to proofread.

### OBJECTIVE

GIVEN a newspaper article written in Task Assignment Sheet PA-CM-9,

PROOFREAD THE ARTICLE.

YOU SHOULD identify all mistakes and use the correct proofreading mark for each correction to be made in the article.

### LEARNING ACTIVITIES

1. STUDY and DISCUSS the proofreading marks in Instruction Sheet I, USING PROOFREADING MARKS.
2. PROOFREAD an article provided by your teacher. COMPARE your proofing with your teacher's.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

### CHECK-OUT ACTIVITY

Exchange newspaper articles with a classmate. Proofread your classmate's article. Use a red lead pencil to insert the proofreading marks.

## VOCABULARY

Galley proof - Printer's first copy of an article to permit correction of errors before the type is made up in pages.

Proofread - To read and mark corrections.

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## INSTRUCTION SHEET I

### USING PROOFREADING MARKS

| | | |
|---|---|---|
| ^ | insert symbol | Mr. Herb Kennedy |
| ⊂ | close up | sche dule |
| ℓ | delete | to have all of the career club |
| ⊐ | move to right | ⊐ Police state that |
| ⊏ | move to left | ⊏ Police state that |
| ≡ | capital letter | america |
| caps | all capital letters | caps HEADLINE |
| ⌇ | transpose letters | reciave |
| # | more space | forthis career |
| ¶ | begin a paragraph | ¶ The child told her parents |
| no ¶ | no paragraph | no ¶ The child told her parents |
| sp | spell out | The dr. reported |
| ℓ | correct a letter | o/ the repart stated |
| ⊙ | insert period | to the end ⊙ |
| ^ | insert comma | however^ the child stated |
| ' | insert apostrophe | the childs parents |

## INSTRUCTOR'S FINAL CHECKLIST

### PROOFREADING A GALLEY PROOF

| | Accomplished | Not Accomplished |
|---|---|---|

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In proofreading a galley proof, the student:

1. Identified all mistakes..... [ ] [ ]
2. Used the correct proofreading mark for each correction to be made..... [ ] [ ]

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: CORRECTING A GALLEY PROOF

### INTRODUCTION

When a galley proof has been read for errors, the compositor makes the necessary corrections. The final type is then set for the article. In this task assignment sheet, you will correct an article that has been proofread.

### OBJECTIVE

GIVEN scissors, paste, and your newspaper article which has been proofread,

MAKE THE NECESSARY CORRECTIONS.

YOU SHOULD identify all errors, make appropriate corrections, and paste corrected lines over the same lines that have errors. All corrected lines of the article should be neat and legible.

### LEARNING ACTIVITIES

1. REVIEW your newspaper article which has been proofread by your classmate. NOTE the lines where the errors are. DETERMINE how each error should be corrected.

2. On a separate sheet of paper, CORRECT and REPRINT the entire line in which an error occurs.

3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

### CHECK-OUT ACTIVITY

Your teacher will provide scissors and paste. Cut out the corrected lines you prepared in Learning Activity 2, and paste them over the lines that have errors.

## VOCABULARY

Compositor - A person who sets type for printing.

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## INSTRUCTOR'S FINAL CHECKLIST

### CORRECTING A GALLEY PROOF

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| In correcting his/her newspaper article, the student: | | |
| 1. Identified all errors | [ ] | [ ] |
| 2. Made appropriate corrections | [ ] | [ ] |
| 3. Pasted corrected lines over the same lines that contained errors | [ ] | [ ] |
| 4. Insured that all corrected lines were neat and legible | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: AUDITIONING FOR A RADIO ANNOUNCER

### INTRODUCTION

Before performing on radio or TV, the performer must audition for the role. An audition is a hearing by an expert to test the performer's voice and speech. In this task assignment sheet you will audition for a radio announcer.

### OBJECTIVE

GIVEN a script,

AUDITION FOR A RADIO ANNOUNCER.

YOU WILL BE RATED according to an evaluation scale: clearness of speech, feeling, and timing. YOU SHOULD receive a rating of at least a 5.

### LEARNING ACTIVITIES

1. LISTEN to one of your favorite radio shows. LIST all the characters in the show and DESCRIBE each role.
2. OBTAIN a script for a radio program from your teacher.
3. PRACTICE reading your script: speak clearly; speak with feeling; read at proper rate--not too fast or too slow.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

### CHECK-OUT ACTIVITY

Your teacher will provide a microphone.

Audition for a radio announcer by reading the script you obtained for Learning Activity 2.

## VOCABULARY

Audition - Hearing by an expert.

Script - A copy of the reading matter for a stage, film, radio, or television show.

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## INSTRUCTOR'S FINAL CHECKLIST

## AUDITIONING FOR A RADIO ANNOUNCER

| | Accomplished | Not Accomplished |
|---|---|---|
| Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated. | | |
| In auditioning for a radio announcer, the student rated a score of at least 5..... | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: PRESENTING A RADIO SHOW

### INTRODUCTION

Two of the most important considerations in broadcasting are the message and the format. The production writer develops the message to be broadcast, and the radio announcer presents it in the established format (the framework of the show). In this task assignment sheet, you will learn how to plan and present a radio show.

### OBJECTIVE

USING a full script and a tape recorder,

PRESENT AND TAPE RECORD A RADIO SHOW with a small group of classmates.

YOUR SHOW will be rated according to an evaluation scale: theme, message, music and/or sound effects, and quality of each performer's voice and delivery. The show should receive a rating of at least an 8.

### LEARNING ACTIVITIES

WORK with a small group of classmates:

1. SELECT a theme for a radio show. Your teacher can provide some ideas. DEVELOP the message that you want to deliver to your listeners.
2. IDENTIFY topics, in addition to the message, to be included in your radio show, such as commercials, the weather, interviews, etc. DEVELOP a brief message for each segment identified.
3. IDENTIFY music or sound effects to be used.
4. CONVERT the messages into dialogue, which will be read by members of your group.
5. DEVELOP a ten-minute full script which describes everything that is to be said and done for the radio show. INCLUDE each member's dialogue, when the music and/or sound effects will be used, the amount of time to be devoted to each segment, and the title of the show.
6. REHEARSE your radio show. USE a stopwatch to time each segment. Be sure you are within the ten-minute limit. REVISE the script when necessary.
7. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## VOCABULARY

Broadcast - To send out by radio or television.

Format - The general plan of a radio or television show.

Full script - A script in which everything to be said and done is written down.

Segment - Division, section, or part.

Theme - Subject or topic.

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## CHECK-OUT ACTIVITY

Your group will be provided a tape recorder.

Using the full script you prepared in Learning Activity 5, tape record your radio show.

## INSTRUCTOR'S FINAL CHECKLIST

### PRESENTING A RADIO SHOW

| Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated. | Accomplished | Not Accomplished |
|---|---|---|
| The group's radio show rated at least 8..... | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: PRODUCING A TV COMMERCIAL

### INTRODUCTION

A TV program is likely to be paid for by a sponsor who buys commercial time during the program. The more popular a program is, the more the sponsor has to pay. Because commercial time is so expensive, the sponsor expects a commercial that will cause people to buy his/her product. In this task assignment sheet you will learn how to produce a TV commercial.

### OBJECTIVE

USING a product, script, props, music/sound effects, and projection equipment,

PRODUCE A TV COMMERCIAL with a small group of classmates.

YOUR COMMERCIAL will be rated according to an evaluation scale: product information, props/music/sound effects, program format, performer delivery, and overall effect. The show should receive a rating of at least a 10.

### LEARNING ACTIVITIES

Work with a small group of classmates to produce a TV commercial.

1. IDENTIFY a product to advertise. GIVE it an easy-to-remember name. Your teacher will show you some examples.

2. OUTLINE information and facts about your product. IDENTIFY the points of information you want to present to the TV viewers. DISCUSS and DECIDE on the benefits customers will receive when they use this product. LIST attention-getting ideas for introducing the product.

3. PLAN a 30-second commercial: (1) DISCUSS and DECIDE ON the most appropriate introduction. (2) WRITE a brief message (script) describing the product and its benefits. (3) IDENTIFY any signs, props (moveable items), background music, and/or special effects you will use. DECIDE ON the format for your show, and ASSIGN time slots for each part.

4. OBTAIN all necessary props. If necessary, TAPE special sound effects. MAKE any signs to be used. If video or movie equipment is to be used in producing the commercial, LEARN to operate the equipment.

LEARNING ACTIVITIES (Continued)

5. As a group, AGREE on the role each group member will plan in presenting the commercial.

6. REHEARSE your commercial. TIME the performance using a stopwatch. Remember, it must be a 30-second show--NO MORE OR NO LESS. REVISE where necessary.

7. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

CHECK-OUT ACTIVITY

Make a videotape or movie of your commercial. (If this equipment is not available, your teacher will give you some other ideas for producing the commercial.) Show your production to the class.

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## VOCABULARY

Sponsor - A business firm or other agency that pays the costs of a radio or television program on which it advertises something.

## INSTRUCTOR'S FINAL CHECKLIST

### PRODUCING A TV COMMERCIAL

| | Accomplished | Not Accomplished |
|---|---|---|
| **Performance Level:** All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated. | | |
| The group's TV commercial received a rating of at least a 10..... | [ ] | [ ] |

Practical Arts

# COMMUNICATIONS AND MEDIA EXPLORATION

## TASK: SCHEDULING TV PROGRAMS

### INTRODUCTION

A television programmer's job is a very important one. He/she decides what programs will be broadcast and when they will be broadcast. Since other television stations compete for viewers, the television programmer tries to fill the television hours with programs that attract viewers. In this task assignment sheet you will learn how to schedule TV programs.

### OBJECTIVE

USING A TV schedule and a TV Program Schedule Form,

SCHEDULE TV PROGRAMS.

YOU SHOULD schedule the programs for Monday through Friday from 6:30 p.m. to 10:00 p.m. Your schedule should include a variety of programs. Some should appeal to young viewers and some to older viewers. Each program should be scheduled for an appropriate time slot. Fill all time slots.

### LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, TIPS ON SCHEDULING TV PROGRAMS.

2. STUDY some of the TV schedules in your local newspaper. COMPARE the programs listed for the different channels. LIST the kinds of programs shown, such as public service, comedy, drama, etc. Also LIST the times these types of programs are broadcast.

3. IDENTIFY good and bad TV program schedules. Your teacher will show you some.

4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Your teacher will show you a TV Program Schedule Form. Make one like it.

Using TV schedules listed in a newspaper or a TV guide, combine some of the programs into a Monday-through-Friday schedule that you think would be most appealing to the viewers. Schedule the times from 6:30 to 10:00 p.m.

You may take any program for any of the TV channels from any time slot and schedule it at a different time. Fill up all your time slots. Be sure to allow the right amount of time for each program. Do not schedule a program past 10:00 p.m.

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INSTRUCTION SHEET I

## TIPS ON SCHEDULING TV PROGRAMS

Scheduling TV programs is very important and is often crucial to the success of a TV station. There are a number of things to be considered when scheduling programs:

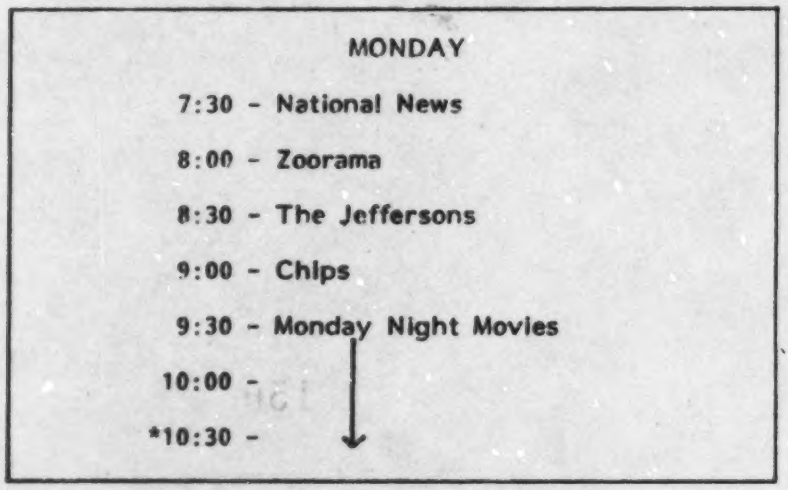
Which programs will be shown? A TV station has a list of all the shows offered by the major networks with which a local station is connected. It also has a list of other programs available.

A variety of programs must be selected--programs that appeal to the very young as well as programs that appeal to teenagers and adults. There must be a balance of programs:

--Public Service (news and documentaries)
--Drama
--Comedy
--Variety
--Sports
--Education
--Special

When will the programs selected be shown? Everyone wants "prime time," a weekday night between 7:00 p.m. and 11:00 p.m. In the Midwest the "prime time" is between 6:30 p.m. to 10:00 p.m.

The television programmer must decide which programs will be scheduled during the prime time slot and which ones will not. He/She must also decide how many minutes each program will be allowed. Study the schedule below for prime time on Monday.



INSTRUCTION SHEET I, (Page 2)

(*Since most TV shows are scheduled in half-hour blocks, 11:00 p.m. does not have to be listed. You know that if the arrow is at 10:30 the program automatically runs to 11:00 p.m.)

Notice the balance of programs: something for the young and for the older viewer. Also notice the variety:

--Public service (National News)
--Education and variety (Zoorama)
--Comedy (The Jeffersons)
--Drama (Chips, Monday Night Movies)

Remember, that children's program should be scheduled early in the evening.

## INSTRUCTOR'S FINAL CHECKLIST

### SCHEDULING TV PROGRAMS

**Performance Level:** All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| In scheduling TV programs, the student: | | |
| 1. Scheduled programs for Monday through Friday..... | [ ] | [ ] |
| 2. Scheduled programs from 6:30 p.m. to 10:00 p.m..... | [ ] | [ ] |
| 3. Scheduled a variety of programs..... | [ ] | [ ] |
| 4. Scheduled programs that appealed to young viewers and others that appealed to older viewers..... | [ ] | [ ] |
| 5. Scheduled each program for an appropriate time slot..... | [ ] | [ ] |
| 6. Filled all time slots..... | [ ] | [ ] |